

LIBRARY

STATE TEACHERS COLLEGE

CLARION, PA.

# State Teachers College . . . .

1941



Clarion, Pennsylvania



LIBRARY  
STATE TEACHERS COLLEGE  
CLARION, PA.

# The Clarion

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VOLUME XXXI

1941

NUMBER 1

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**State Teachers College**  
Clarion, Pennsylvania



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(Dissertation for Ph.D. pending)  
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*Dean of Men*

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*Secretary* GOLDA TERWILLIGER, Tibbitts Avenue ..... Bradford, Pa.

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*Secretary* VELMA HECKARD, 24 Gilfillan Street ..... Franklin, Pa.

### WESTMORELAND COUNTY

*President* J. FINLEY WYANT ..... Jeannette, Pa.  
*Secretary* MRS. GEORGE S. LAZARO ..... Delmont, Pa.

- EFFIE BLANCHE HEPLER, B.S. .... *Primary Grades*  
Graduate, Clarion State Normal School; Attended Teachers College, Columbia University; Clarion State Teachers College; Bucknell University; Geneva College, B.S.
- GILBERT A. HOYT, M.S. .... *J. H. S. Grades*  
Grove City College, B.S., Ch.E.; Graduate work, University of Pittsburgh; Grove City College, M.S.; Additional graduate work Grove City College; Pennsylvania State College; University of Pittsburgh.
- C. A. KUHNER, M.S. .... *Geography*  
Ohio University, B.S.; University of Wisconsin, M.S.; Additional graduate work, University of Chicago; University of Pittsburgh.
- BERTHA LEIFESTE, M.A. .... *Kindergarten-Primary, Education*  
Southwest Texas State Teachers College, B.A.; Teachers College, Columbia University, M.A.; Additional graduate work University of Pittsburgh.
- HARRY S. MANSON, M.A. .... *Science*  
Graduate of Clarion State Normal School; Attended Pennsylvania State College; Grove City College, B.S., M.A.; Additional graduate work Cornell University; Teachers College, Columbia University; University of Pittsburgh.
- MARIE MARWICK, M.A. .... *Speech-English*  
Michigan State Normal College, B.Pd.; University of Arizona, A.B.; Columbia University, M.A.; Additional graduate work University of Pittsburgh; University of California.
- HELEN F. MOHNEY, M.A. .... *Intermediate Grades*  
Graduate, Clarion State Normal School; Attended Teachers College, Columbia University; Western Reserve University; University of Pittsburgh, B.S.; Columbia University, M.A.
- BERTHA V. NAIR, M.A. .... *English-Latin*  
Westminster College, A.B.; University of Pittsburgh, M.A.; Additional graduate work Harvard University; University of Wisconsin.
- DONALD D. PEIRCE, Ph.D. .... *Science*  
Oberlin College, A.B.; Attended Clarion State Normal School; Graduate work, Pennsylvania State College; University of Illinois, M.A., Ph.D.
- ELLEN I. PETERSON, M.A. .... *Education*  
North Dakota State School of Science; University of Minnesota, B.S.; Graduate work University of Minnesota; Syracuse University, M.S. (Dissertation for Ph.D. pending.)
- GRETA L. POTTER (Mrs. Alden H.), M.S. .... *Library Science*  
University of Minnesota, B.A.; Columbia University, B.S., M.S.; Additional graduate work University of Chicago.



SEMINARY TOWERS



ENTRANCE TO THE COLLEGE



A. J. DAVIS EDUCATION BUILDING

HAZEL SANDFORD, M.A. .... *Art*

Graduate, State Normal School, Fredonia, N. Y.; Cornell University, B.S.; Graduate work Teachers College, Columbia University; Carnegie Institute of Technology; New York School of Fine Arts; New York University, M.A.; Thurn School of Modern Art, Gloucester, Mass.; University of Pittsburgh.

WALDO SAMUEL TIPPIN, M.A. .... *Physical Education*

Attended Kansas State College; Geneva College, B.S.; Graduate work University of Michigan; Columbia University, M.A.

HELEN WALTERS, M.A. .... *Primary Grades*

Graduate, Clarion State Normal School; Attended New York University; Clarion State Teachers College, B.S.; Columbia University, M.A.



#### PRESIDENTS WITH PERIODS OF SERVICE

A. J. DAVIS	1887-1902
SAMUEL WEIR	1902-1904
J. GEORGE BECHT	1904-1912
H. M. SHAFFER	January 1, 1912—July 1, 1913
A. T. SMITH	January 1, 1914—July 1, 1914
A. P. REESE	July 1, 1914—July 1, 1918
C. C. GREEN	1918-1926
R. M. STEELE	1926-1928
G. C. L. RIEMER	1928—February 1, 1937
PAUL G. CHANDLER	March 1, 1937

## PURPOSE OF THE COLLEGE

The first two years give a broad cultural foundation. The class work and social life of the college aim to develop responsibility, poise, assurance, and independence. A well-trained teaching staff seeks to inculcate high ideals of teaching and strives to evolve a sound philosophy of education as well as a thorough familiarity with the best public school teaching, in the Training School.

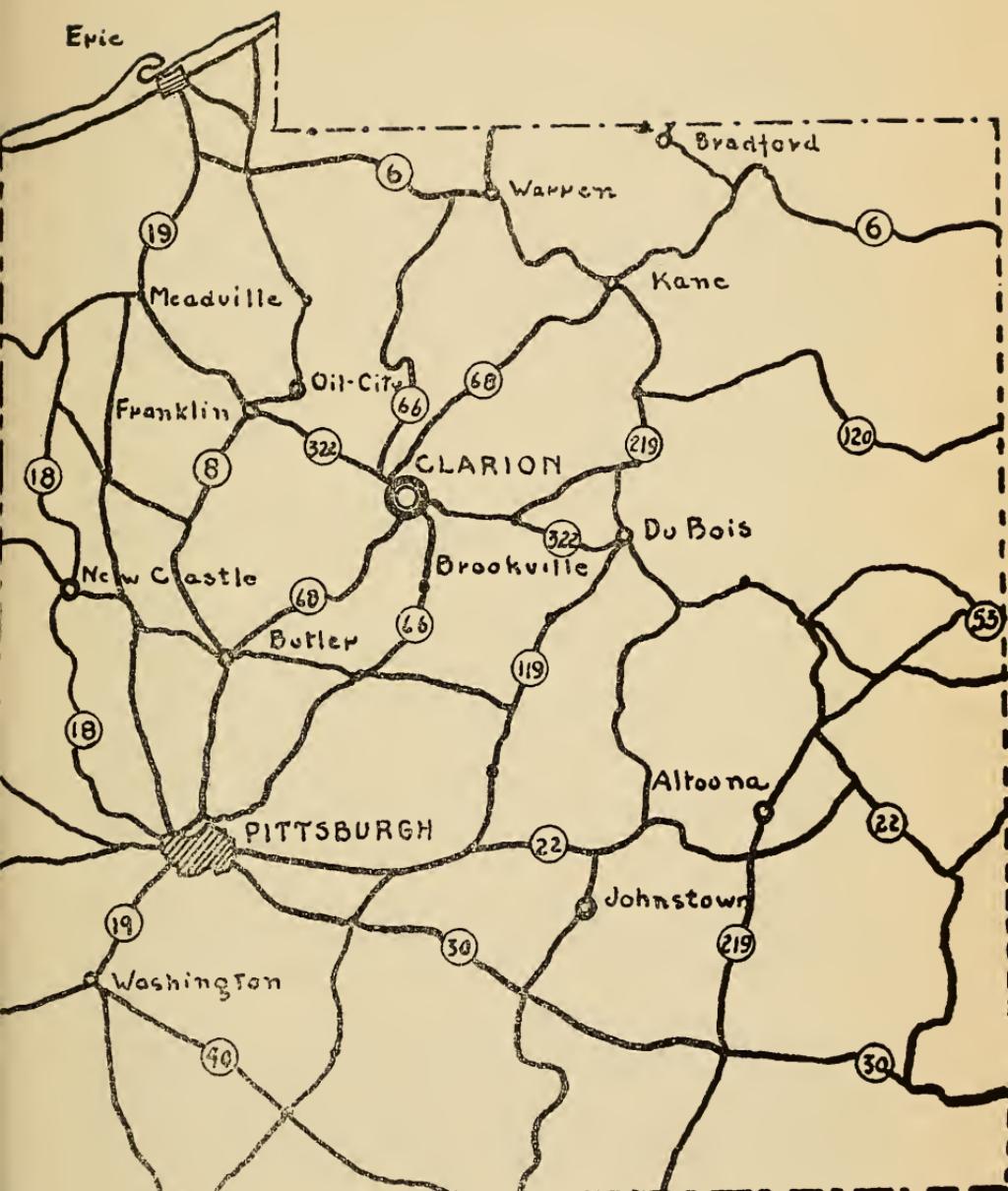
## LOCATION

The college is situated in Clarion, Clarion County, one of the most beautiful spots among the hills of Western Pennsylvania. The town has a population of about 3,200 and is one of the most attractive towns in the State. Its streets are wide and shaded with magnificent trees; its lawns are beautiful; its air is clear and invigorating; its surroundings are pleasant and healthgiving. Clarion is situated upon a plateau overlooking the Clarion River. The College lies upon a slight elevation in the eastern part of the town. Clarion County lies at the junction of the coal, oil, and gas fields and is therefore surrounded by industrial areas of a very diversified character, thus facilitating study of industry without the necessity of living in the grime of it.

## HOW TO REACH CLARION

Clarion is located on the Lakes-to-Sea Highway. Thus it is connected by improved roads with Bradford, routes 219-68-422; Brookville, DuBois, Reynoldsville, Lutherburg, Clearfield, and Philipsburg, route 322; East Brady and Rimerburg, route 68; Emlenton and Knox, route 238-322; Emporium, routes 120-219-28-322; Kane, routes, 68-322; Franklin and Meadville, route 322; Johnsonburg, routes 219-28-322; Kittanning and New Bethlehem, route 66; Oil City, routes 62-157-66-322 and 257-322; Port Allegheny, routes 59-6-68-322; Punxsutawney, routes 310-322; Ridgway, routes 219-28-322; Smethport, routes 6-68-322; St. Marys, routes 120-219-28-322.

Motor busses operate over the Lakes-to-Sea Highway between Franklin and Clarion and between Clarion, Brookville, and points to the East. A bus line operates between Butler and Clarion, as well as between Kittanning and Clarion, and connections are made by these lines from Pittsburgh and all points west.



MAP OF CLARION

Clarion may also be reached by the Baltimore and Ohio Railroad, via Clarion Junction, and by the Pennsylvania Railroad via Summerville on the L. E. F. & C.

## CAMPUS AND BUILDINGS

THE CAMPUS of the State Teachers College at Clarion occupies twenty-three acres. The grounds have been laid out with care and furnish a beautiful setting for the eleven buildings which comprise the college plant. The wide lawns with their beautiful shade trees and flowering shrubs give the College a restful, home-like appearance and provide attractive surroundings for study.

All of the buildings of the College are heated by steam, automatically controlled, lighted by electricity and supplied with all conveniences of modern living.

SEMINARY HALL is a large three-story brick building. Here are to be found the administrative offices, postoffice, library, large class rooms, and Y. M. C. A. room.

MUSIC HALL provides a studio, practice rooms, and instruction rooms for the music department. Here also is located the Women Day Students' room. The school nurse has her office on the first floor. The president's home is on the second floor.

FOUNDERS HALL is a three-story structure providing rooms for laboratories, shops, business offices, and book store. In it are located the Physics, Chemistry, and Biology departments.

THE CHAPEL is an attractive stone building with a seating capacity of five hundred. The stage has been provided with complete stage equipment for the use of dramatic organizations.

BECHT HALL, the dormitory for young women, and one of the most up-to-date college buildings in the State, is of the modern Spanish type of architecture. On the upper floors are found accommodations for students; rooms are neatly furnished and supplied with hot and cold water. Bathrooms with shower and plunge baths are found on each floor. Two very attractive hair dressing and pressing rooms have been installed, each equipped with tile floor and plate glass mirrors. A pleasant lounge, a dining hall, a conservatory, and two social rooms are located on the ground floor.

EGBERT HALL, the dormitory for young men, accommodates forty-four men. The rooms are supplied with hot and cold water. Bathrooms are found on each floor. It is of colonial architecture, contains a spacious lounge, reception rooms, and an apartment for the proctor.

A modern athletic field has been constructed on the south side of the campus. It contains a football field, baseball diamond, track, field for hockey and soccer, space for archery, and a golf green. Leading from the top of the hill across the athletic field is a newly constructed toboggan slide and skiing runway. There are six tennis courts on top of the hill constructed of concrete and surfaced with asphalt.

THADDEUS STEVENS DEMONSTRATION SCHOOL contains accommodations for the first six grades of the public school and a large, well equipped kindergarten.

The library in Thaddeus Stevens School contains an excellent collection of books for children as well as a museum in which are found many articles to be borrowed for class use.

The new A. J. DAVIS EDUCATION BUILDING facing Greenville Avenue was constructed in 1939. It is modern in design and well equipped. In it are located the Art Department, Geography Department, Kindergarten-primary Education Department, French Department, Psychology Department and other classrooms of the Education Department.

THE HARVEY GYMNASIUM is a beautiful new building, adequately provided with equipment of all kinds. It has a large basketball floor, a grandstand, shower rooms and offices.

THE LIBRARY is located on the first floor of Seminary Hall. In its reading room are found reference books, 185 current magazines and some outstanding newspapers. There are 20,000 volumes in the library and new books are added each year. A recreational reading room has been provided for fiction and for general reading.

The college renders special service to rural teachers in permitting them to borrow two box libraries a year. (Each box contains forty books.)

**SPEECH LABORATORY.** New Laboratory equipment for use in the enlarged speech curriculum has been purchased and is installed in Seminary Hall. This equipment includes a Sound-Scriber voice recording machine of the professional type and a Western Electric 6 A Audiometer; also the multiple test Western Electric 4 A Audiometer.

**SCIENCE LABORATORIES** for biological and physical sciences are both located on the second floor of Founders Hall. Each is well equipped with new, modern apparatus and other facilities for adequately teaching biology, nature study, zoology, botany, physics, and chemistry.

**THE GEOGRAPHY LABORATORY** consists of two large rooms and is to be found on the second floor of Davis Hall. It is well provided with maps, charts, slides, geological specimens, tables and other appliances.

**HEALTH SERVICE.** The teachers of health and physical education of the college are charged with its activities in the field of health education and athletics. The resident medical service consists of a graduate nurse, and a well equipped infirmary for girls. Every student is examined by the College Physician when he or she enrolls at Clarion.

**CULTURAL AND RECREATIONAL OPPORTUNITIES.** In addition to its outdoor activities upon the athletic field and tennis courts the college provides a variety of lectures and entertainments. One of the brightest spots in the lives of students of each successive year has been the annual college picnic in Cook Forest.

## STUDENT ACTIVITIES

A Student Activity Fee is determined, collected, and administered under the direction of the Board of Trustees by Clarion Student Co-operative Association. This fee, amounting to \$10.00 each semester during the year 1941-42, will cover the cost of student activities in athletics, lectures, entertainments, student publications, and the like. The Student Activity Fee for the summer session is \$2.00. Check for this amount must be drawn to the Clarion Student Co-operative Association, not to the Commonwealth of Pennsylvania.

## REGULATIONS REGARDING CHARGES AT THE STATE TEACHERS COLLEGES

At a meeting of the Board of Presidents it was recommended that the charges of the State Teachers Colleges of the Commonwealth be uniform. This recommendation was subsequently approved by the several Boards of Trustees and the Superintendent of Public Instruction.

The regulations regarding the charges are as follows:

1. A Contingent Fee, amounting to seventy-two dollars for the regular year of thirty-six weeks or thirty-six dollars for each semester of eighteen weeks, shall be charged to cover registration and keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities. Check for this amount must be drawn to the Commonwealth of Pennsylvania.  
The charge shall be five dollars for each semester hour of off-campus instruction. The same regulation applies to students carrying seven or less semester hours on the campus.  
The Contingent Fee for the summer session is five dollars per semester hour. A minimum contingent fee of fifteen dollars is charged.
2. For board, furnished room, heat, light, and limited laundry the charge shall be sixty-three dollars during each half semester, and forty-two dollars during the summer session.  
At the discretion of the president of the college, an additional thirty-six dollars may be charged each semester to a student occupying a double room alone, or twelve dollars for the summer session.  
No reduction shall be allowed for laundry done at home, nor for absence of a few days from the college.
3. For damage, breakage, loss, or delayed return of college property the charge shall be equal to the extent of the damage.
4. An additional charge of one dollar shall be made for each day beyond three days in the regular college infirmary. This charge is not to cover special nursing and medical service.

There shall be a charge of two dollars a day to day-students admitted to the regular college infirmary under the regulations of the college, to cover board, and the nursing.

5. To young men or women whose residence lies outside the state a charge of one-hundred five dollars shall be made during each semester to cover the cost of instruction. During the summer session this charge shall be thirty-five dollars.
6. There shall be a charge of five dollars to a graduate from a four-year curriculum to cover the cost of executing his diploma.
7. A deposit of \$10 shall be made by prospective dormitory students when they request advance room reservations. It will be deposited with the Revenue Department to the credit of the student's Contingent Fee, unless three weeks prior to the opening of the term or semester the student has notified the college authorities of his inability to enter, in which case it will be repaid to him. If notice is not thus given, the deposit cannot be returned. Check for this amount must be drawn to the Commonwealth of Pennsylvania.
8. No student shall be allowed to enroll, graduate, or receive transcript of record against whom there are any previous charges.
9. According to the regulations of the Revenue Department, all charges shall be paid in advance. It is, therefore, not in the power of the authorities of the college to allow any extension or postponement of payment.
10. One copy of a transcript of credits earned at the State Teachers College at Clarion will be issued free of charge. A charge of \$1.00 is made for a second and each subsequent transcript. Persons desiring to have their credits transferred to another institution should give the name and address of such institution.
11. *Late Registration Fee:* Effective September 1, 1939, each student registering after the date officially set for registration shall pay an additional fee of \$1.00 per day until the student is in regular attendance in accordance with the State regula-



BECHT HALL — WOMEN'S DORMITORY



tion, provided that the total amount of the Late Registration Fee shall not exceed \$5.00, except when permission for late registration has been secured in advance from the President because of illness or any other unavoidable causes. The same regulation shall apply to inter-semester payments. Registration is not complete until all fees are paid.

## REGULATIONS REGARDING REPAYMENTS

Upon the recommendation of the Board of Presidents of the State Teachers Colleges of the Commonwealth, and approved by the Superintendent of Public Instruction and the Boards of Trustees of the State Teachers Colleges, the following regulations regarding repayment of funds were adopted:

1. Repayment of funds shall not be allowed for temporary or indefinite suspension or dismissal, nor for voluntary withdrawal from college except as provided for below.
2. There shall be no repayment for any part of the Student Activity Fee for any cause whatsoever.
3. Repayment of funds shall be allowed for personal illness, certified to by an attending physician; and for such other reasons as may be approved by the Board of Trustees. In such cases the repayment shall be the amount chargeable for that part of the semester which the student does not spend in college.
4. There shall be a repayment of the reservation deposit, provided the student notifies the Business Office of his desire to withdraw from enrollment not later than three weeks before the opening of the college session.

## SUMMARY OF FEES

### STUDENTS LIVING AT THE COLLEGE

#### *First Semester*

##### Amount due September:

Activity Fee .....	\$10
Contingent Fee .....	18
Room, Board and Laundry .....	63
Total due September .....	\$91

Amount due November:

Contingent Fee .....	\$18
Room, Board, and Laundry .....	63
	<hr/>
Total due November .....	\$81
	<hr/>
Total—First Semester .....	\$172

*Second Semester*

Amount due January:

Activity Fee .....	\$10
Contingent Fee .....	18
Room, Board, and Laundry .....	63
	<hr/>
Total due January .....	\$91

Amount due March:

Contingent Fee .....	\$18
Room, Board, and Laundry .....	63
	<hr/>
Total due March .....	\$81
	<hr/>
Total—Second Semester .....	\$172
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TOTAL FOR YEAR .....	\$344

STUDENTS NOT LIVING AT THE COLLEGE

*First Semester*

Amount due September:

Activity Fee .....	\$10
Contingent Fee .....	18
	<hr/>
Total due September .....	\$28
Amount due November:	
Contingent Fee .....	\$18
	<hr/>
Total—First Semester .....	\$46

*Second Semester*

Amount due January:

Activity Fee .....	\$10
Contingent Fee .....	18

Total due January .....	\$28
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Amount due March:

Contingent Fee .....	\$18
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Total—Second Semester .....	\$46
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TOTAL FOR YEAR .....	\$92
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BOARD AND ROOM. The dining room is located in Becht Hall. The kitchen and bakery are provided with the most modern equipment and are kept in excellent condition. A graduate dietitian and a competent corps of trained and experienced persons provide the best quality of food, well-cooked, properly seasoned, and served attractively.

In the dormitories the College provides single beds with mattresses and bedding, in addition to all necessary furniture; but students are expected to furnish their own sheets (size 54x99 or 63x99), pillow cases (size 36x45), towels, and toilet articles. The rooms in the dormitories have hot and cold running water.

Each room is equipped for two students, and contains a large wardrobe, two couch beds, two study tables, a dresser, three chairs, and a large rug or three small rugs.

UNIFORMS FOR PHYSICAL EDUCATION CLASS. The College requires a regulation uniform for all women and men taking physical education. These suits are purchasable only by arrangement with the physical education department. Therefore, students may save themselves unnecessary expense by waiting until they are informed about suits before buying them elsewhere, as other uniforms will not be acceptable.

NOTICE OF WITHDRAWAL. Students leaving college must notify the President of their withdrawal. Regular charges will be made until such notice is received.

**GUESTS.** Arrangements for room guests at Becht Hall and Egbert Hall must be approved by the Dean of Women and the Dean of Men, respectively. Guest rate 50 cents per night.

Guest rates in the College dining room, payable to the dietitian, are as follows: breakfast, 40 cents; luncheon, 40 cents; dinner, 50 cents.

**HELP FOR WORTHY STUDENTS.** The College desires to encourage self-supporting students, but it cannot promise sufficient work to any student to defray his full expenses. Students who are employed by the College are paid in cash for their services. Preference in employment is given on the basis of merit. Students entering the College for the first time cannot hope to secure employment unless they make application in person.

**THE COLEGROVE MEMORIAL SCHOLARSHIP.** Mr. W. H. Colegrove, of Eldred, Pa., has established a scholarship in memory of his daughter, Mary, of the Class of 1917. The Scholarship amounts to \$100.00 and is awarded to a worthy student from Mc-Kean County. During the year 1940-1941 it was awarded to Betty McLaughlin, Eldred, Pa.

**STATE SCHOLARSHIPS.** Holders of the State Scholarships may attend State Teachers Colleges, provided they take courses leading to the degree of Bachelor of Science in Education.

**FUNDS FOR WORTHY STUDENTS.** The Alumni Association is sponsoring a permanent fund to be known as the Clarion State Teachers College Student Loan Fund. It has empowered the Citizens Trust Company, of Clarion, to place this fund on interest and to make loans out of it according to recommendations by a board of trustees, consisting of the Chairman of the Board of Trustees, the President, some other member of the Faculty, and two alumni of the College. The committee has passed the following regulations: No more than one hundred fifty dollars shall be loaned to an upper classman in any one year. No more than a total of three hundred dollars shall be loaned to any one person. Freshman loans may be granted up to one hundred dollars. Interest shall be 4% from the date of graduation or from the date the student leaves school. Students obtaining loans must have a property owner endorse their notes and have three reputable citizens in their community vouch for their financial reliability.

THE LOAN FUND OF THE CLARION COUNTY CHAPTER OF THE D. A. R. The Clarion County Chapter of the D. A. R. has established a loan fund, amounting now to three hundred dollars, to be loaned to deserving students and administered in the same way as the Alumni Loan Fund.

THE LORENA GIVEN MEMORIAL FUND. In memory of Lor-ena Given, former teacher at the College, a loan fund, amounting now to one hundred dollars, has been established, to be adminis-tered in the same way as the Alumni Loan Fund.

THE J. GEORGE BECHT MEMORIAL LOAN FUND. In memory of J. George Becht, former principal of the college, a loan fund, now amounting to one hundred dollars, has been established, to be administered in the same way as the Alumni Loan Fund.

THE 1913 CLASS LOAN FUND. The class of 1913 established in 1928 a loan fund of \$205.35 to be administered in the same way as the Alumni Loan Fund.

THE CLARION CIVIC CLUB LOAN FUND. The Clarion Civic Club of Clarion has established a loan fund, amounting to fifty dollars, to be loaned to students from Clarion County.

THE CLARION WOMAN'S CLUB LOAN FUND. The Clarion Woman's Club has established a loan fund, amounting at present to one hundred dollars, to be loaned to deserving students.

A. J. DAVIS LOAN FUND. The Pittsburgh Alumni administer a loan fund for students from the city of Pittsburgh. Students de-siring to borrow from this fund should contact Mrs. Dean Conner, 212 Adeline Street, Mt. Lebanon, Pennsylvania.

THE LAMBDA CHI DELTA LOAN FUND. The Lambda Chi Delta sorority has established a loan fund, amounting to seventy-five dollars, to be loaned to students of the College.

THE PAN HELLENIC LOAN FUND. This fund, amounting at present to \$150.00, is available to junior or senior women of high scholastic ability.

## REQUIREMENTS FOR ADMISSION

In accordance with the principles governing admission adopted April 12, 1932, by the Board of Teachers College Presidents, five general requirements were set up for admission to teachers colleges:

1. General Scholarship.
2. Character and Personality.
3. Health and Physical Vigor.
4. English Fundamentals and Psychological Tests.
5. A Personal Interview.

Candidates for admission must satisfy these five general requirements in detail as outlined below.

1. General scholarship as evidenced by (graduation from an approved four-year high school) *the completion of the work of the 10th, 11th and 12th grades of an approved secondary school or institution of equivalent grade, or equivalent (preparation) education as determined by the Credentials Division of the Department of Public Instruction, and ranking in the upper half of the class at graduation.* Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness.

- a. Applicants ranking in the upper half of their graduation class in (high) secondary school will be admitted on certificate without further evidence of general scholarship.
- b. Applicants who do not rank in the upper half of the graduating class may be admitted on probation, provided:
  - (1) They are recommended by their (high) secondary school principal as being able to do creditable college work, and
  - (2) Appraisal of the detailed (high) secondary school record indicates to admission authorities of the college that the candidates can do satisfactory college work. Whenever available candidates are urged to present to the admission authorities cumulative rec-

ords of (high) secondary school work such as were used by the Carnegie Foundation in the Pennsylvania Study, and

- (3) A rating satisfactory to the institution is made on a scholastic aptitude test administered at the college. Applicants satisfactorily meeting the requirements (1), (2), and (3) above will be admitted for one semester on probation. At the end of the probationary period such students will be required to withdraw from the college unless they meet the required standard of scholarship in at least (9) semester hours of work.

Students living away from home are not permitted to have automobiles in their possession while attending college. Students engaging in drinking, gambling, or the willful destruction of property will be dropped.

Foreign languages, ancient or modern, are not required for entrance. Students may enter from the following departments of accredited high schools: Commercial, vocational, agricultural, college preparatory, home economics, and general. The grades students have made in high school are more important than the subjects they have selected.

2. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance and sympathy.

- a. The estimate of the secondary school official will be recorded by a check margin in the appropriate column of a three point rating scale as follows: Low    Middle    High

Trustworthiness

Initiative

Industry

Social Adaptability

Personal Appearance

Sympathy

- b. This will be included as part of the (high) secondary school record blank.

3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher and absence of predisposition towards ill health as determined by a medical examination.

- a. All applicants for admission shall present a certificate of examination signed by a physician legally qualified to practice in the Commonwealth of Pennsylvania. Forms for the examination will be furnished by the college. This physical examination will be checked by the examining physician at the college.
- b. Applicants may be rejected for the following reasons:
  - (1) Incurable defects or diseases as of the heart, lungs, kidneys, digestive system, nervous system, including hysteria, epilepsy, nervous instability, skin, organs of the special senses, thyroid.
  - (2) Defective vision of marked degree.
  - (3) Permanently impaired hearing.
  - (4) Marked speech defects.
  - (5) Unsightly deformities.

Students with remedial defects may be accepted on condition that immediate treatment be undertaken for the removal of these defects. A complete medical examination is also made at the college for all students at the beginning of each year in accordance with a requirement of the American Association of Teachers' Colleges.

4. Normal intelligence and satisfactory command of English as shown by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.

5. A personal interview with particular attention to personality, speech habits, social presence, expressed interest of the applicant and a promise of professional development.

a. The personal interview is to serve two purposes:

- (1) It is to give the examining committee of the college an opportunity to select from the applicants for admission those persons who give promise of becoming desirable teachers.

- (2) It is to take an inventory of the personal characteristics of the applicants who are admitted, making this inventory available to instructors and officers concerned with personnel work in the college.
- b. The interview will be conducted at the college or other places and at times designated by the President of the college.

**EXTRA-CURRICULAR ACTIVITIES.** All students are required to take part, without credit, in one physical education activity each semester, and one other extra-curricular activity one semester each year.

**QUARTERLY REPORTS.** For the purpose of reporting the progress of students, each semester is divided into halves. At the end of the first nine weeks, each teacher submits to the Dean of Instruction a report for each student doing unsatisfactory work in his class. These reports are sent to the students. At the end of the semester a permanent report is recorded for each student, a copy of which is sent to the student and parents or guardians.

The system of grading is as follows: A—Excellent; B—Good; C—Fair; D—Passing; E—Failing; Inc.—Incomplete. All incomplete grades must be removed by the end of the following semester or they become failures.

## SCHOLARSHIP REQUIREMENTS

Students whose failures in any semester or year amount to six or more semester hours shall not take all the regular work of the following semester or year. It is recommended that such students attend summer session to make up deficiencies.

Students shall not do student teaching unless they have passed in English I and English II, nor shall students whose recorded or reported failures amount to six or more semester hours do such teaching.

## ADVANCED STANDING

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Transfers from other institutions will not be accepted without certificates of honorable dismissal.

Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made a grade above the lowest passing grade in the institution in which the work was done. Where the grades are marked on a percentage basis, work graded five percent above the minimum passing grade will be accepted.

Students may not obtain a certificate or degree without a minimum residence of one year (thirty semester hours) in this College.

No credit will be granted for work completed in correspondence courses unless such work was completed prior to September, 1927.

Teachers in service may complete in extension courses not more than 25 % of the courses required for a degree.

Students who are not graduates of a four-year high school, first class, must have their credits evaluated by the State Department of Public Instruction, Harrisburg, Pennsylvania. Students who need this type of evaluation should consult the Registrar of the College. This regulation applies to teachers in service.

No credit for public or private teaching experience, previously credited as high school equivalent or as equivalent professional credit toward graduation from a two-year curriculum, shall be granted toward meeting the requirements for entrance to or graduation from the four-year curriculums.

### STUDENT TEACHING CREDIT FOR TEACHERS IN SERVICE

Experienced teachers with three or more years of experience in teaching who become candidates for a degree and who hold certificates below the level of the Provisional College Certificate may, at the discretion of an approved institution, complete the unfulfilled student teaching requirements for the degree in any of the following ways:—

- (a) Earn the number of hours required in actual student teaching, or
- (b) Perform an assignment of work germane to teaching technique in connection with the regular teaching in a public school, carrying not less than one semester hour credit or more than six semester hours credit in a single semester, under approved supervision. In such cases the candidate must be regularly registered in the institution, and may not earn more than a total of six semester hours credit in a single semester for all courses pursued, or
- (c) Courses germane to teaching technique may be pursued in individual cases which are approved by the proper authority of an approved institution for not more than three semester hours.

## CURRICULUMS

Each curriculum leads to the degree of Bachelor of Science in Education.

- I. *Kindergarten-Primary*—for teachers of Grades 1, 2 and 3.
- II. *Intermediate*—for teachers of Grades 4, 5 and 6.
- III. *Rural*—for teachers of Rural Schools.
- IV. *Junior or Senior High School*—for teachers of Junior or Senior High School.

The basic two years for each curriculum are essentially the same. There is a slight difference in the third and fourth semesters due to electives for the purpose of specializing in a specific field of teaching. Students can, therefore, defer choice of field of specialization until the beginning of the second year without loss of time, except those wishing to major in science. Science must be started at the beginning of the freshman year.

## CERTIFICATION

The *Provisional College Certificate* is issued to applicants who complete any one of the approved four-year curriculums.

The *Permanent College Certificate* requires three years of successful teaching experience on the Provisional College Certificate in the public schools of the Commonwealth and the satisfactory completion of six semester hours of additional work of collegiate grade, completed subsequent to the issue of the baccalaureate degree. One-half of this additional work must be professional and the remainder related to the subjects or subject fields on the certificate.

*Visual Education Requirement*—Holders of temporary certificates of standard grade (normal school certificates, temporary standard certificates, and pro-

visional college certificates) issued on and after September 1, 1935 shall have completed a course in visual aids and sensory techniques to qualify for permanent certification. One or more semester hours of credit in the course are satisfactory. This is in addition to meeting the experience requirements.

A college certificate for the teaching of secondary school subjects may be validated for the teaching of the elementary subjects on the completion of thirty semester hours of preparation in elementary education, including six semester hours of student teaching with pupils of an elementary grade level. The courses to be completed for this extension shall be chosen from the following list:

Teaching of Reading	Elementary School
Art in the Elementary School	Educational Measurements for
Speech Correction	Elementary Teachers
Child Psychology	The Elementary School Cur-
Elementary School Methods	riculum
Teaching of Geography	Teaching of Elementary Social
Civic Education	Studies
Children's Literature and Story Telling	Teaching of English
Teaching of Arithmetic	Teaching of Elementary Science
Music in the Elementary School	(Nature Study)
Health or Physical Ed. in the	Principles of Elementary Edu- cation

No teacher will be certificated who has not completed a professional course or courses in Health, Art, and Music.

A college certificate for teaching in the elementary field may be validated for the teaching of secondary school subjects by the addition of twelve semester hours of professional work applicable to the secondary subjects, six of which must be student teaching. In addition credits as specified in the lists of majors in the secondary field must be presented for each field in which certification is desired.

## BASIC TWO YEARS OF THE CURRICULUM of the State Teachers Colleges of Pennsylvania

(The sequence of courses is subject to change for  
administrative reasons.)

FIRST SEMESTER		Clock Hours	Semester Hours
English I, including Library Science .....		4	3
Fundamentals of Speech .....		3	3
Biological Science I .....		4	3
Health Education I, including Physical Education and Per- sonal Hygiene .....		4	2
Place and Purpose of Education in the Social Order, including School Visitation .....		3	3
Appreciation of Music .....		3	2
Total .....		21	16

## SECOND SEMESTER

English 2 .....	3	3
Principles of Geography .....	3	3
Biological Science 2 .....	4	3
Health Education 2, including Physical Education and Personal Hygiene .....	4	2
History of Civilization .....	4	4
Appreciation of Art .....	3	2
Total .....	21	17

## THIRD SEMESTER

Literature 1 .....	3	3
Economic Geography .....	3	3
General Psychology .....	3	3
Physical Science 1 .....	4	3
Elective .....	3	3
Total .....	16	15

## FOURTH SEMESTER

Literature 2 .....	3	3
Principles of Sociology or Principles of Economics .....	3	3
Educational Psychology .....	3	3
Physical Science 2 .....	4	3
Electives .....	4	4
Total .....	17	16

- NOTES: (1) The electives in the first two years shall consist of such approved courses as will meet the needs of the student's future program of studies.
- (2) Students who wish to major in science should begin their science work in the freshman year.
- (3) Students who wish to major in Latin or mathematics should begin work in these fields in the freshman year. Students who wish to minor in Latin or mathematics need not begin work in these fields until the sophomore year.
- (4) The electives shall be selected with reference to the field of service for which the prospective teacher is preparing.

**LAST TWO YEARS OF THE ELEMENTARY CURRICULUM  
of the State Teachers Colleges of Pennsylvania**

(The sequence of courses is subject to change for administrative reasons.)

**FIFTH SEMESTER**

	<i>Clock Hours</i>	<i>Semester Hours</i>
United States History before 1865 .....	3	3
Teaching of Reading .....	3	3
Music 1 .....	4	2
Art 1 .....	4	2
Curriculum in Arithmetic .....	2	2
School Law .....	1	1
Elective .....	3	3
	<hr/>	<hr/>
Total .....	20	16

**SIXTH SEMESTER**

History of Pennsylvania .....	2	2
Teaching of English, including Handwriting .....	4	3
Music 2 .....	3	2
Art 2 .....	3	2
Teaching of Health .....	2	2
United States History since 1865 .....	3	3
Elective .....	2	2
	<hr/>	<hr/>
Total .....	19	16

**SEVENTH SEMESTER**

Educational Measurements .....	2	2
Curriculum in Elementary Science .....	4	3
Visual Education .....	2	1
Children's Literature and Story Telling .....	3	3
Evolution of the American Public School .....	2	2
Ethics .....	3	3
American Government, Federal, State, and Local .....	3	3
	<hr/>	<hr/>
Total .....	19	17

**EIGHTH SEMESTER**

Student Teaching and Conferences .....	18	12
Curriculum Materials: Selection and Adaptation .....	4	3
	<hr/>	<hr/>
Total .....	22	15

**SPECIALIZATION AND ELECTIVES FOR  
ELEMENTARY CURRICULUM**

Students enrolled in the State Teachers Colleges may qualify for the degree of Bachelor of Science in Education by satisfactorily completing the basic elementary four-year curriculum and twelve semester hours offered at the College at which the degree is to be conferred.

Students desiring to specialize in Early Childhood Education (nursery school, kindergarten, grades 1, 2, and 3), Intermediate Education (grades 4, 5, and 6), or Rural Education (grades 1-6 or 1-8) shall be required to complete satisfactorily the basic four-year elementary curriculum and meet the following specific requirements for the field of specialization desired.

	<i>Clock Hours</i>	<i>Semester Hours</i>
<b>1. Early Childhood Education</b>		
Early Childhood Education .....	3	3
*Student Teaching in grades below fourth .....	18	12
Curriculum Materials—Selection and Adaptation for Early Childhood Grades .....	4	3
<b>2. Intermediate Education</b>		
Teaching of American History and Government .....	3	3
*Student Teaching in intermediate grades .....	18	12
Curriculum Materials—Selection and Adaptation for intermediate grades .....	4	3
<b>3. Rural Education</b>		
Rural School Problems .....	3	3
**Student Teaching under rural school conditions .....	18	12
Curriculum Materials—Selection and Adaptation to rural or in grades 1-6 or 1-8 under conditions approxi- mating those in rural schools .....	4	3
*Three semester hours of the twelve required may be observation and par- ticipation in other age levels of the elementary field.		
**Three of the twelve semester hours required may be observation and par- ticipation in the Early Childhood Education or Intermediate Education divisions.		
<b>4. Electives may be chosen from the following:</b>		
Child Adjustment .....	3	3
Child Psychology .....	3	3
Diagnostic and Remedial Instruction in Reading .....	3	3
Education for Family Living .....	3	3
Mental Hygiene .....	3	3
Safety Education .....	2	2
School Finance .....	2	2
Special Education .....	3	3
Speech, including Dramatics .....	..	..
Teaching of Arithmetic .....	3	3

## ENGLISH FIELD

		Clock Hours	Semester Hours	
I.	Required of all students .....			12 s. h.
	English I and II .....	7	6	
	Literature I and II .....	6	6	
II.	Recommended for Elective Field of English .....			6 s. h.
	Advanced Composition .....	3	3	
	English Philology .....	3	3	
III.	Electives for Field of English .....			6 s. h.
	Contemporary Poetry .....	2	2	
	Essay .....	3	3	
	Journalism .....	2	2	
	Modern Drama .....	2	2	
	Modern Novel .....	3	3	
	Nineteenth Century Novel .....	3	3	
	Pre-Shakespearean Literature .....	2	2	
	Romantic Period .....	3	3	
	Shakespeare .....	3	3	
	Short Story .....	3	3	
	The Eighteenth Century .....	3	3	
	Victorian Prose and Poetry .....	3	3	
	World Literature .....	3	3	

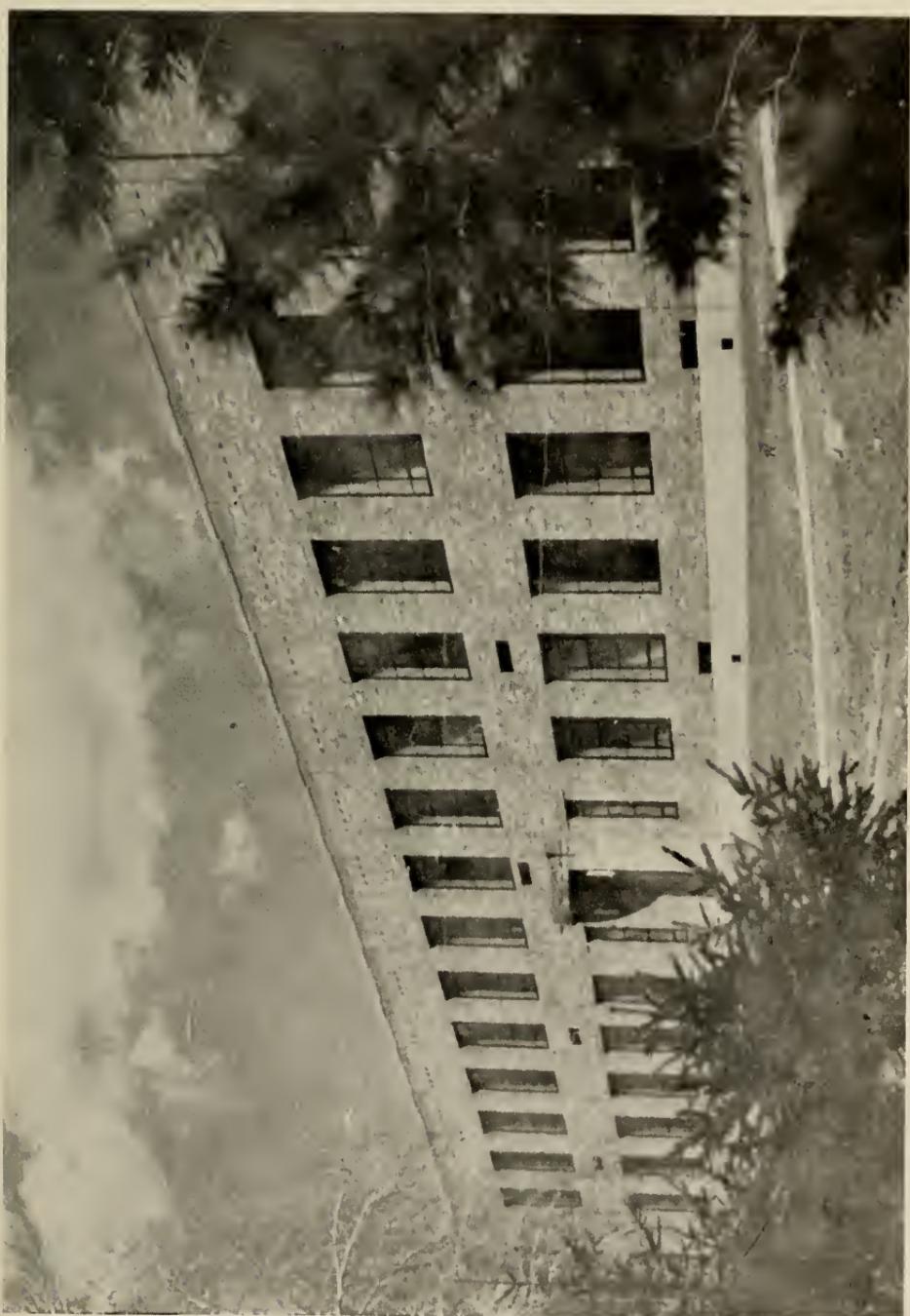
## FRENCH FIELD

I.	Required of all students .....			None
II.	Recommended for Elective Field in French .....			18 s. h.
	Elementary French .....	6	6	
	Nineteenth Century and Contempor- ary French Prose and Poetry....	6	6	
	Outline Course of French Literature .....	3	3	
	Seventeenth Century French History and Literature Composition .....	3	3	
III.	Electives for French Field .....			6 s. h.
	French Drama .....	3	3	
	French Novel .....	3	3	
	Romantic and Realistic Movements in French Literature .....	6	6	

## GEOGRAPHY FIELD

I.	Required of all Students .....			6 s. h.
	Principles of Geography .....	3	3	
	Economic Geography .....	3	3	
II.	Recommended for Elective Field in Geography .....			12 s. h.
	Geography of Europe .....	3	3	
	Geography of Latin America .....	3	3	
	Geography of Pacific Realm .....	3	3	
	Geography of U. S. and Canada .....	3	3	
III.	Electives for Geography Field .....			6 s. h.
	Commercial and Industrial Geography .....	3	3	
	Conservation of Natural Resources ..	3	3	
	Field Courses (To be approved) .....	3	3	
	Meteorology and Climatology .....	3	3	
	Physiography .....	3	3	
	Trade and Transportation .....	3	3	

A. J. DAVIS EDUCATION BUILDING





THADDEUS STEVENS TRAINING SCHOOL

## LATIN FIELD

I.	Required of all Students .....		None
II.	Required for Elective Field of Latin .....		18 s. h.
	Latin I—Cicero: De Senectute, De Amicitia .....	3	3
	Latin II—Livy .....	3	3
	Latin III—Horace, Odes and Epodes .....	3	3
	Latin IV—Cicero's Letters .....	3	3
	Latin V—Plautus and Terence .....	3	3
	Latin VI—Teaching of Latin, Roman Civilization .....	3	3
III.	Electives for Field of Latin		
	Tacitus .....	3	3
	Horace, Satires and Epistles .....	3	3
	Pliny's Letters or Juvenal .....	3	3

## MATHEMATICS FIELD

I.	Required of all students .....		None
II.	Recommended for Elective Field in Mathematics .....		18 s. h.
	College Algebra .....	3	3
	College Trigonometry .....	3	3
	Analytic Geometry .....	3	3
	Calculus I .....	3	3
	Calculus II .....	3	3
	Statistics .....	3	3
III.	Electives for Field of Mathematics .....		6 s. h.
	Applied Mathematics .....	3	3
	College Algebra (2) .....	3	3
	History of Mathematics .....	3	3
	Synthetic Geometry .....	3	3

## SCIENCE FIELD

I.	Required of all Students .....		12 s. h.
	Biological Science (Botany, Zoology)	8	6
	Physical Science (Chemistry, Physics)	8	6
II.	Required for Elective Field of Science .....		12 s. h.
	*Advanced Biology Courses .....	8	6
	*Advanced Physical Courses .....	8	6
	*See courses listed under electives in Biological Science and Physical Science.		
	A minimum of twenty-four semester hours must be presented.		

## BIOLOGICAL SCIENCE

I.	Required .....		12 s. h.
	Botany .....	8	6
	Zoology .....	8	6
II.	Electives for Field of Biology .....		12 s. h.
	Advanced Nature Study .....	4	3
	Bacteriology .....	4	3
	Comparative Anatomy .....	4	3

**LIBRARY SCIENCE CURRICULUM**

(Course arrangement may be changed for administrative reasons.)

**FIRST SEMESTER**

	<i>Clock Hours</i>	<i>Semester Hours</i>
English I—Including orientation course in use of library . . . . .	4	3
Fundamentals of Speech . . . . .	3	3
Biological Science I . . . . .	4	3
Health Education I, including Physical Education and Personal Hygiene . . . . .	4	2
Place and Purpose of Education . . . . .	3	3
Appreciation of Music . . . . .	3	2
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Total . . . . .	21	16

**SECOND SEMESTER**

	<i>Clock Hours</i>	<i>Semester Hours</i>
English II . . . . .	3	3
Principles of Geography . . . . .	3	3
Biological Science II . . . . .	4	3
Health Education II, including Physical Education and Personal Hygiene . . . . .	4	2
History of Civilization . . . . .	4	4
Appreciation of Art . . . . .	3	2
<hr/>		
Total . . . . .	21	17

**THIRD SEMESTER**

Literature I, English . . . . .	3	3
Economic Geography . . . . .	3	3
General Psychology . . . . .	3	3
Physical Science I . . . . .	4	3
Elective . . . . .	3	3
<hr/>		
Total . . . . .	16	15

**FOURTH SEMESTER**

Literature II, American . . . . .	3	3
Prin. of Sociology or Prin. of Economics . . . . .	3	3
Educational Psychology . . . . .	3	3
Physical Science II . . . . .	4	3
Electives . . . . .	5	5
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Total . . . . .	18	17

## FIFTH SEMESTER

American Government, Federal, State, and Local .....	3	3
School Law .....	1	1
Educational Measurements .....	2	2
Reading Guidance and Book Selection I .....	3	3
Use of Reference Materials II: General Reference Tools ...	2	2
Electives .....	5	5
Total .....	16	16

## SIXTH SEMESTER

Problems of Secondary Education .....	2	2
Visual Education .....	2	1
Reading Guidance and Book Selection II .....	3	3
Organization, Administration, and Observation of School Libraries I .....	3	2
Electives .....	8	8
Total .....	18	16

## SEVENTH SEMESTER

Books and Libraries in Adult Education .....	3	3
Technical Process I: Cataloging and Classification .....	2	2
Organization, Administration, and Observation of School Libraries II .....	4	3
Curriculum Enrichment Material and Teaching the Use of Books and Libraries I .....	3	3
Use of Reference Materials II: Subject Areas .....	2	2
Electives .....	3	3
Total .....	17	16

## EIGHTH SEMESTER

Student Teaching and Conference .....	8	6
Curriculum Materials: Selection and Adaptation .....	2	1
Organization, Administration, and Observation of School Libraries III .....	4	3
Curriculum Enrichment Material and Teaching the Use of Books and Libraries II .....	2	2
Electives .....	2	2
Cataloging and Classification II .....	2	2
Total .....	20	16

**MAJORS IN THE SECONDARY FIELD**

Each prospective teacher enrolled in the secondary curriculum is required to complete one field of at least twenty-four semester hours and at least one field of not fewer than eighteen semester hours. He can then be certificated to teach in these fields at graduation except that all students certificated to teach science must have twenty-four semester hours in that field.

As early as possible in the student's enrollment he must demonstrate competence in the field chosen before permission is granted to complete requirements of certification.

**ENGLISH FIELD**

	<i>Clock Hours</i>	<i>Semester Hours</i>
I. Required of all students .....		12 s. h.
English I and II .....	7	6
Literature I and II .....	6	6
II. Recommended for Elective Field of English .....		6 s. h.
Advanced Composition .....	3	3
English Philology .....	3	3
III. Electives for Field of English .....		6 s. h.
Contemporary Poetry .....	2	2
Essay .....	3	3
Journalism .....	2	2
Modern Drama .....	2	2
Modern Novel .....	3	3
Nineteenth Century Novel .....	3	3
Pre-Shakespearean Literature .....	2	2
Romantic Period .....	3	3
Shakespeare .....	3	3
Short Story .....	3	3
The Eighteenth Century .....	3	3
Victorian Prose and Poetry .....	3	3
World Literature .....	3	3

**FRENCH FIELD**

I. Required of all students .....		None
II. Recommended for Elective Field in French .....		18 s. h.
Elementary French .....	6	6
Nineteenth Century and Contemporary French .....		
French Prose and Poetry .....	6	6
Outline Course of French Literature .....	3	3
Seventeenth Century French History and Literature Composition .....	3	3
III. Electives for French Field .....		6 s. h.
French Drama .....	3	3
French Novel .....	3	3
Romantic and Realistic Movements in French Literature .....	6	6

## GEOGRAPHY FIELD

I.	Required of all Students .....		6 s. h.
	Principles of Geography .....	3	3
	Economic Geography .....	3	3
II.	Recommended for Elective Field in Geography .....		12 s. h.
	Geography of Europe .....	3	3
	Geography of Latin America .....	3	3
	Geography of Pacific Realm .....	3	3
	Geography of U. S. and Canada .....	3	3
III.	Electives for Geography Field .....		6 s. h.
	Commercial and Industrial Geography ..	3	3
	Conservation of Natural Resources ..	3	3
	Field Courses (To be approved) .....	3	3
	Meteorology and Climatology .....	3	3
	Physiography .....	3	3
	Trade and Transportation .....	3	3

## LATIN FIELD

I.	Required of all Students .....		None
II.	Required for Elective Field of Latin .....		18 s. h.
	Latin I—Cicero: De Senectute, De Amicitia .....	3	3
	Latin II—Livy .....	3	3
	Latin III—Horace, Odes and Epodes ..	3	3
	Latin IV—Cicero's Letters .....	3	3
	Latin V—Plautus and Terence .....	3	3
	Latin VI—Teaching of Latin, Roman Civilization .....	3	3
III.	Electives for Field of Latin		
	Tacitus .....	3	3
	Horace, Satires and Epistles .....	3	3
	Pliny's Letters or Juvenal .....	3	3

## MATHEMATICS FIELD

I.	Required of all Students .....		None
II.	Recommended for Elective Field in Mathematics .....		18 s. h.
	College Algebra .....	3	3
	College Trigonometry .....	3	3
	Analytic Geometry .....	3	3
	Calculus I .....	3	3
	Calculus II .....	3	3
	Statistics .....	3	3
III.	Electives for Field of Mathematics .....		6 s. h.
	Applied Mathematics .....	3	3
	College Algebra (2) .....	3	3
	History of Mathematics .....	3	3
	Synthetic Geometry .....	3	3

**SCIENCE FIELD**

I.	Required of all Students .....	12 s. h.
	Biological Science (Botany, Zoology) ..	8       6
	Physical Science (Chemistry, Physics) ..	8       6
II.	Required for Elective Field of Science .....	12 s. h.
	*Advanced Biology Courses .....	8       6
	*Advanced Physical Courses .....	8       6
	*See courses listed under electives in Biological Science and Physical Science.	
	A minimum of twenty-four semester hours must be presented.	

**BIOLOGICAL SCIENCE**

I.	Required .....	12 s. h.
	Botany .....	8       6
	Zoology .....	8       6
II.	Required for Field of Biology .....	12 s. h.
	Advanced Nature Study .....	4       3
	Bacteriology .....	4       3
	Comparative Anatomy .....	4       3
	Ecology .....	4       3
	Embryology .....	4       3
	Entomology .....	4       3
	Genetics .....	3       3
	Histology .....	4       3
	Parasitology .....	4       3
	Physiology .....	4       3
	(Minimum 24 s. h.)	

**PHYSICAL SCIENCE**

I.	Required .....	16 s. h.
	General Inorganic Chemistry .....	12       8
	General College Physics .....	12       8
II.	Electives for Field of Physical Science .....	8 s. h.
	Colloidal Chemistry .....	4       3
	Descriptive Astronomy .....	2       2
	Food Chemistry .....	4       3
	Geology .....	4       3
	Heat .....	4       3
	Hydrostatics .....	4       3
	Industrial Chemistry .....	4       3
	Magnetism and Electricity .....	4       3
	Mechanics .....	4       3
	Modern Physics .....	4       3
	Organic Chemistry .....	4       3
	Optics .....	4       3
	Physical Chemistry .....	4       3

Physics Laboratory .....	4	3
Physiography .....	3	3
Physiological Chemistry .....	4	3
Qualitative Analysis .....	4	3
Quantitative Analysis .....	4	3
Sound .....	4	3

(Minimum 24 s. h.)

## SOCIAL STUDIES

I. Required of all Students .....		10 s. h.
American Government .....	3	3
Economics or Sociology .....	3	3
History of Civilization .....	4	4
II. Recommended for Elective Field in Social Studies .....		9 s. h.
Modern European History .....	3	3
Economics or Sociology .....	3	3
Social and Industrial History of the United States .....	3	3
III. Electives for Social Studies .....		5 s. h.
Comparative Government .....	3	3
Contemporary European History .....	3	3
Early European History .....	3	3
Ethics .....	2	2
Evolution of Social Institutions .....	3	3
History of England .....	3	3
History of the Far East .....	2	2
History of Latin America .....	3	3
History of Pennsylvania .....	2	2
Industrial Relations .....	2	2
Introduction to Philosophy .....	3	3
Renaissance and Reformation .....	2	2
Social Problems .....	3	3
U. S. History Before 1865 .....	3	3
U. S. History Since 1865 .....	3	3

## SPEECH CURRICULUM

Because of the increased emphasis upon speech work in the elementary and secondary schools, the unique place of speech activities in an integrated and socialized curriculum, and the consequent need for specialized training in the field of speech, the college is now making it possible for students to secure certification in this field. A college certificate valid in the elementary field may have SPEECH added when a minimum of eighteen semester hours of work in speech has been completed. To students pursuing the secondary curriculum speech will be open as an elective field on the same basis as existing fields; that is students may secure certification in speech by completing eighteen semester hours in the field as is done in such fields as English, geography, and social science.

**SPEECH FIELD**

I.	Required of all Students .....	3 s. h.
	Fundamentals of Speech (Not counted as part of the eighteen (18) needed for certification) .....	3      3
II.	Recommended for Elective Field of Speech .....	8 s. h.
	Interpretative Reading .....	3      2
	Phonetics .....	2      2
	Play Production .....	3      2
	Speech Problems .....	3      2
III.	Electives for the Field of Speech .....	13 s. h.
	Argumentation and Debate .....	2      2
	Community Dramatics and Pageantry	3      2
	Costuming and Make-up .....	3      2
	Creative Dramatics .....	2      2
	Psychology of Speech .....	3      3
	Speech Clinic (1) .....	4      2
	Speech Clinic (2) .....	4      2
	Speech Pathology .....	3      3
	Stagecraft and Scenic Design .....	4      2
	Voice and Diction .....	2      2

**DESCRIPTION OF COURSES**

The required and elective courses in all curriculums are listed alphabetically under several divisional headings. Each course, when offered, is taught for 18 weeks unless otherwise indicated.

**ART**

*Appreciation of Art*—Three hours per week ..... Two semester hours

This course is for the development of culture through an appreciation of the arts. A text is used which covers the history of art and architecture, with some space also devoted to costume, home-furnishing, landscape architecture and the minor arts. Worth-while exhibitions are brought in, museum material is studied, and lantern slides and films are used.

*Art I—Elementary Industrial Art*—Four hours per week ... Two semester hours

Art I has an introduction setting forth the place and purpose of art in life and in school. The course is considered a unit of work, and along with the teaching of the industrial arts, is brought in the idea of integration with other subjects, the most important psychological and pedagogical principles involved in teaching, and the elementary facts related to design and color.

*Art II*—Three hours per week ..... Two semester hours

The same broad objectives set forth in Art I are adhered to in Art II, but the work concerns itself more with composition, lettering, costume, home-furnishing, and blackboard drawing.

*Art Crafts*—Three hours per week ..... Three semester hours

Work, suitable for the Elementary School and Junior High School, is taken up in this course, which includes weaving, modelling, soap-carving, block-printing, working in wood and basketry.

*Industrial Arts*—Four hours per week ..... Two semester hours

The work is approached as an elementary school subject and not on a vocational adult level. Food, clothing, shelter, records, tools and utensils are the main topics studied and through the application of art principles, various media are used and skills and techniques developed.

## EDUCATION

*Child Adjustment*—Three hours per week ..... Three semester hours

This is a course in mental hygiene applied to the problems of the elementary school child. Problems of adjustment relate to school, home, and community. Plans for child accounting are studied. Prerequisites: General Psychology and Educational Psychology.

*Child Psychology*—Three hours per week ..... Three semester hours

This course presents a general outline and application to some vital problems of child growth, learning, and adjustments. It is designed to establish a reliable basis for individualizing education. Problems of child play, motives, thinking, and social development are studied.

*Civic Education*—Three hours per week ..... Three semester hours

The course gives the student a program for citizenship preparation in the elementary school which includes a basic outline for character education.

*Curriculum Materials: Selection and Adaptation*—Four hours per week—

Three semester hours

The course deals with sources of material, classification of materials, and adaptation for class use. These materials include: printed materials in books, pamphlets, and magazines; visual materials; object, and personal contributions.

*Diagnostic and Remedial Instruction in Reading*—Three hours per week—

Three semester hours

Planned to familiarize students with the principles underlying the prevention of reading difficulties; the principles requisite for a program of corrective teaching; suggested procedures and materials; and to help the student develop a sane attitude toward the problem of remedial teaching. Opportunity is given for observation and for participation in the work with cases of reading difficulties.

*Early Childhood Education*—Three hours per week ..... Three semester hours

This course is designed to study the child from pre-school through the primary unit. Special emphasis is laid on the philosophy and principles underlying early childhood education; the children's creed; equipment and supplies; records and reports; parent education, and the training and personality of the teacher. Reference is made to the development of early childhood education. Methods of procedure involve lectures and class discussions, committee work, laboratory work, term reports, and observation in the Demonstration School.

*Education for Family Living*—Three hours per week .... Three semester hours

This course is a study of family relationships; programs for home and school cooperation; the literature available for parents of children of the various age units such as infants, later pre-school, six year olds, seven to nine years, adolescent; compilation of bibliographies for these particular ages; and how to prepare for and hold conferences with parents.

*Educational Measurements*—Two hours per week ..... Two semester hours

A consideration of the simpler statistical measures with particular emphasis on their application to classroom work is given. The principles underlying the construction of valid, reliable objective tests are examined, and practice is given in the making of classroom tests in the various fields of subject matter. A study is made of representative standardized tests.

*Educational Psychology*—Three hours per week ..... Three semester hours

The purpose of this course is to facilitate understanding and control over the variety of school situations and activities in formal school. The learner and the learning process are the centers of attention. Maturation, individual differences, growth, interests, and personality are the important topics relating to the learner. Understanding of the learning process is considered from the point of view of principles of learning, transfer of training, and evaluation of instruction.

*Evolution of the American Public School*—Two hours per week—

Two semester hours

The purpose of this course is to give the student an intelligent understanding of the evolution of elementary and secondary education in America from the Colonial period to the present. The relation of industrial and social changes to educational development is noted. Emphasis is placed on the development of education in Pennsylvania.

*First Aid*—Two hours per week ..... Two semester hours

Methods and procedure for the proper and immediate care of the injured pending the care and attention of the physician which includes (a) control of bleeding, (b) artificial respiration, (c) handling and transportation, (d) prevention of infection, (e) relieving pain, (f) accident prevention, demonstration and explanation of First Aid methods with actual practice work; solution and practice of practical problems in First Aid; methods in general promotion of safety and security through the prevention of accidents. Those who successfully qualify will be awarded the Red Cross certificate in First Aid.

*General Psychology*—Three hours per week ..... Three semester hours

Psychology is defined in terms of its relation to other broad areas of subject matter and then subdivided and explained in terms of various emphasis. The understanding of one's own mental processes as a means of controlling self and others is the theme of the course. Habits, intelligence, thought, memory, learning, personality, and mental hygiene are related to effective living.

*Guidance*—Two hours per week ..... Two semester hours

This course attempts to give the classroom teacher an appreciation for the broad humanitarian outlook of guidance or personnel work. It aims to make the teacher an intelligent cooperator in the organized guidance program by providing him with understanding of the techniques of guidance in diagnosis and treatment of individual and group problems in and outside of the school.

*Place and Purpose of Education in the Social Order*—Three hours per week—  
Three semester hours

This course deals primarily with the public school as a social institution. The major problems are: (1) how the school has come to hold a place of influence in society; (2) to examine the forces and agencies which determine the progress and direction of the school program; (3) to evaluate the place of the teacher in modern society; (4) to show the value of educational agencies outside of the public schools. Students are oriented in the work by observation in the training school.

*Problems of Secondary Education*—Two hours per week . . . Two semester hours

This course deals with the development, organization, and problems of secondary education. It emphasizes the special functions of the Junior High School. Much time is given to admission requirements, ability grouping, program of studies, departmentalization, plans of promotion.

*Rural School Problems*—Three hours per week . . . . . Three semester hours

This course deals with social and educational leadership by the teacher. It emphasizes largely the problems of the one-teacher school and aims to assist in the improvement of methods and enrichment of teaching materials.

*School Law*—One hour per week . . . . . One semester hour

This course is a study of the school laws of Pennsylvania and the application of the laws to actual teaching experience. A digest of the school problems which arise in teaching are discussed and attempt made to solve them.

*Teaching of Reading*—Three hours per week . . . . . Three semester hours

This course deals with the history of American reading instruction; current trends and objectives; the philosophy and principles underlying the reading program; the psychology of reading, and the evaluation and selection of reading books for the various grade levels of reading. Methods of procedure used are lectures and class discussion, committee and laboratory work, and observation in the Demonstration School.

*Visual Education*—Two hours per week . . . . . One semester hour

The possibilities and limitations of such visual aids as excursions, projection machines, pictures and models, and the methods of preparing and using these visual aids form the content of this course. Sources of and methods of filing various visual aid materials are presented.

## ENGLISH

*Advanced Composition*—Three hours per week . . . . . Three semester hours

Current periodical literature is used as a source of contact with contemporary thought and with the methods and art of journalistic and literary writing. Such literary forms as are not touched upon in other courses in composition are studied here, and some writing is attempted in these forms according to the interest and talent of the individual writer.

*Children's Literature*—Three hours per week . . . . . Three semester hours

The study of literature for children from the kindergarten through the junior high school. Major emphasis is placed upon acquainting the student

with a great body of the best literature for the various age groups. Consideration is given to a study of children's interests and preferences. Classified and descriptive bibliographies in every department of the field are studied. Study and application of techniques in story telling and the presentation of poetry are stressed.

*Contemporary Poetry*—Two hours per week ..... Two semester hours

This course aims to familiarize the students with the outstanding contemporary poets, both English and American; to present the various movements that mark the development of modern verse; to encourage the reading of many poems for the sake of sheer enjoyment.

*English I*—Four hours per week ..... Three semester hours

This course includes instruction in the use of the library and improvement of reading habits. Exercises for drill and diagnostic tests provide the means of revealing weaknesses in fundamentals. Through conferences much individual remedial work is done in grammar and sentence structure. Practice is given in outlining material for composition based on students' experience.

*English II*—Three hours per week ..... Three semester hours

English II shifts the emphasis from grammar and syntax to sentence structure in relation to the paragraph and whole composition. Work in outlining continues with frequent opportunities for writing themes. Extensive reading and the analysis of various literary types comprise a large part of the course. Much thought is given to new words and vocabulary building.

*English Philology*—Three hours per week ..... Three semester hours

This course gives a knowledge of and creates an interest in current word usage through a careful study of past and present trends in language development.

*Essay*—Three hours per week ..... Three semester hours

A study of the principal essayists since Montaigne and Bacon with special emphasis upon the nature and the chief exponents of the familiar essays.

*Journalism*—Two hours per week ..... Two semester hours

This course gives instruction in what constitutes news and the source of news; acquaints the students with the chief types of news articles found in the newspaper and magazines today and gives instruction in writing them; gives training in the editing and publishing of a school paper.

*Literature I*—Three hours per week ..... Three semester hours

This is the survey course in English literature. The chief purposes are to offer contacts with the outstanding writers of England; to study the various types of literature and the periods in which they were written; and to understand the changing demands of the reading public.

*Literature II*—Three hours per week ..... Three semester hours

This is the survey course in American literature. Greater stress is placed on the work of writers from the New England period to the present than on the earlier periods. Pennsylvania writers and their contributions are emphasized. The aims of the course are similar to those of Literature I.

*Modern Drama*—Two hours per week ..... Two semester hours

Reading and class discussion of American, English, and Continental plays that best represent the thought and characteristics of the present time, with special attention to new forms of dramatic structure.

*Modern Novel*—Three hours per week ..... Three semester hours

The object of this course is to present to the students the recent representative novelists and the outstanding contribution each has made to contemporary literature; to explain recent trends in the development of the novel.

*Nineteenth Century Novel*—Three hours per week ..... Three semester hours

A study of the outstanding novelists of the period with special emphasis on the works of Scott, Thackeray, Dickens, Eliot, Hawthorne, and Cooper.

*Pre-Shakespearean Literature*—Two hours per week ..... Two semester hours

The aim of this course is to give the student an understanding of early English Literature. Special emphasis is given to the tales of Chaucer and Spenser's Faerie Queene.

*Romantic Period*—Three hours per week ..... Three semester hours

A study of the work of such writers as Wordsworth, Coleridge, Scott, Byron, Keats; a study of the literary tendencies of the period from 1780 to 1832.

*Shakespeare*—Three hours per week ..... Three semester hours

The aim of the course is to give the students a general knowledge of the Shakespearean theatre and to acquaint them with the more important histories, comedies, and tragedies of Shakespeare.

*Short Story*—Three hours per week ..... Three semester hours

The purpose of this course is to acquaint the students with writers that best illustrate the development of the short story; to teach the students how to analyze short stories; to demonstrate proper procedure in teaching the types of short stories suitable for the high school.

*Teaching of English, including Handwriting*—Four hours per week—

Three semester hours

Emphasis is placed on the content of courses as taught in the Elementary grades, on methods of teaching oral and written composition, principles of grammar, poetry, and literature. The pedagogical equipment essential to a teacher of handwriting is discussed, and reference work on the psychology of handwriting together with demonstration lessons to show its application completes the work.

*The Eighteenth Century*—Three hours per week ..... Three semester hours

This course will include a study of the writings of such literary figures as Pope, Dryden, Addison, Steele, Swift, Johnson, Goldsmith, Sheridan, Congreve, Wycherly, Defoe, Pepys, Burns, Blake, Thompson, etc.

*Victorian Prose and Poetry*—Three hours per week ..... Three semester hours

A study of nineteenth century essays and poetry as to style, substance, and relation to the social, religious, and political thought of the age.

*World Literature*—Three hours per week ..... Three semester hours

A survey of some of the eminent authors from ancient to modern times.

**FRENCH**

*French I and II—Elementary French*—Three hours per week for one year ..... Six semester hours

This course includes a review of French grammar with special emphasis on all the more common irregular verbs and idioms. Attention is given to correct pronunciation and reading aloud in French. The aim of this course is to provide a good background for future work in French. Prerequisite: two years of high school French or its equivalent. Offered every year.

*French III and IV—Nineteenth Century and Contemporary French Prose and Poetry*—Three hours per week for one year ..... Six semester hours

This course is a survey of the literature of the nineteenth century, not including the drama. Reading from the works of such authors as: Chateaubriand and deStael, and ending with the beginning of the twentieth century. Lectures from time to time on the less important authors of the period. Prerequisite: French I and II.

French I and II.

*French V—Outline Course in French Literature*—Three hours per week—  
Three semester hours

A survey of French Literature from its origin, touching the most important work, to the beginning of the 17th century. Lectures on the early social and intellectual life of France. Prerequisite: French I and II. Offered fall of 1941.

*French VI—Seventeenth Century French History and Literature—*

*Composition*—Three hours per week ..... Three semester hours

This course includes the history of the nation and the political influence upon literature. The course begins with the literary reforms of Malherbe and stresses the effect of the Saons and Academy, and includes work from the following: Boileau, Descartes, Fenelon and Bossuet. Prerequisite: French I and II. Offered in the spring of 1942.

*French VII and VIII—Romantic and Realistic Movements in French Literature*—Three hours per week for one year ..... Three semester hours

This course includes the reading of selected texts from the works of such authors as Hugo, deVigny, and Sand. Lectures on the type of literature and period designated. Prerequisite: French IV.

*French IX—The French Novel*—Three hours per week .. Three semester hours

A thorough study of the works of such eminent French novelists as: Dumas, Balzac, Sand, Zola, Daudet and Maupassant. Lectures to supplement class material or text. Special emphasis will be placed upon texts suitable for use in teaching, in the latter part of the course. Prerequisite: French V.

*French X—French Drama*—Three hours per week ..... Three semester hours

The stress is placed upon the writers of the seventeenth century, such as: Corneille, Moliere and Racine. Other plays of the modern period will be assigned and read. A considerable amount of collateral reading is required. Prerequisite: French V.

## GEOGRAPHY

*Commercial and Industrial Geography*—Three hours per week—

Three semester hours

This course includes a study of the major industries of the world, the assembling of raw materials, and the distribution of products.

*Conservation of Natural Resources*—Three hours per week—

Three semester hours

This course consists of the current problems associated with the conservation of wild life, forests, soils, minerals, and waters.

*Economic Geography*—Three hours per week ..... Three semester hours

The purpose is to develop an understanding of the relationship of economic life to the natural resources and their uses; the need for conservation of resources; the interdependence of peoples, geographic regions, and nations.

*Field Courses (To be approved)*—Three hours per week—Three semester hours

A thorough and systematic study of the landscape of a designated local region. Prerequisite: Physiography, two required courses and the consent of the instructor.

*Geography of Europe*—Three hours per week ..... Three semester hours

A careful study is made of the various countries of Europe. The physical-political approach is used to understand the present economic factors which make the Europe of today.

*Geography of Latin America*—Three hours per week .... Three semester hours

A regional study is made of South America, Mexico, and Caribbean Lands. Special emphasis is given to regional differences and similarities. Latin American relations with other nations, especially the United States, are stressed.

*Geography of the Pacific Realm*—Three hours per week .. Three semester hours

Special emphasis is given to a description and an interpretation of the major regions of Asia, Africa, and Australia and forms the basis of this course. Relationships between regions and between the Orient and the Western world areas are stressed.

*Geography of the United States and Canada*—Three hours per week—

Three semester hours

This is a regional study of the two countries. Special emphasis is given to the physical and economic conditions. Current issues are discussed.

*Meteorology and Climatology*—Three hours per week .... Three semester hours

This course includes the phenomena of weather and climate and man's adjustments to the various climates of the world.

*Physiography*—Three hours per week ..... Three semester hours

A study of various land forms and minerals, their origin, and their relation to man.

*Principles of Geography*—Three hours per week . . . . . Three semester hours

The purpose of this introductory course is to develop an understanding of the principles of human ecology. It deals with the interpretation of the relations between the life of man and the elements, factors, and forces of nature throughout the world. It provides a background for a more detailed study of geography.

*Trade and Transportation*—Three hours per week . . . . . Three semester hours

A study of the development of the various methods of transportation and of the geographic distribution of commodities throughout the world.

## HEALTH

*Health Education, including Physical Education and Personal Hygiene I and II (Boys)*—Four hours per week for two semesters—Four semester hours

This course continues throughout the Freshman year. One period a week is given to Personal Hygiene which includes health habits and development of the various systems of the body. Three periods a week are given to Physical Education in which the following activities are taught: basketball, hockey, touch football, apparatus, tumbling, volleyball, archery, mushball, tennis, boxing, wrestling, badminton, handball. In addition to the techniques of these activities emphasis is placed upon knowledge of rules and teaching procedure.

*Health Education, including Physical Education and Personal Hygiene I and II (Girls)*—Four hours per week for two semesters—Four semester hours

Survey of field of major sports including hockey, soccer, and speedball, with coaching and playing points brought to students' attention. Field work and rule discussion go hand in hand in sport development—that the relationship of the two may be established. Instruction in playing and presenting games constitutes indoor work. The second semester's work includes volleyball, basketball, and softball in major sports, and ping pong, shuffleboard, darts, badminton, and handball and deck tennis in minor sports. Elementary folk dancing and singing games for grade work are studied for performance and teaching presentation.

*Teaching of Health*—Two hours per week . . . . . Two semester hours

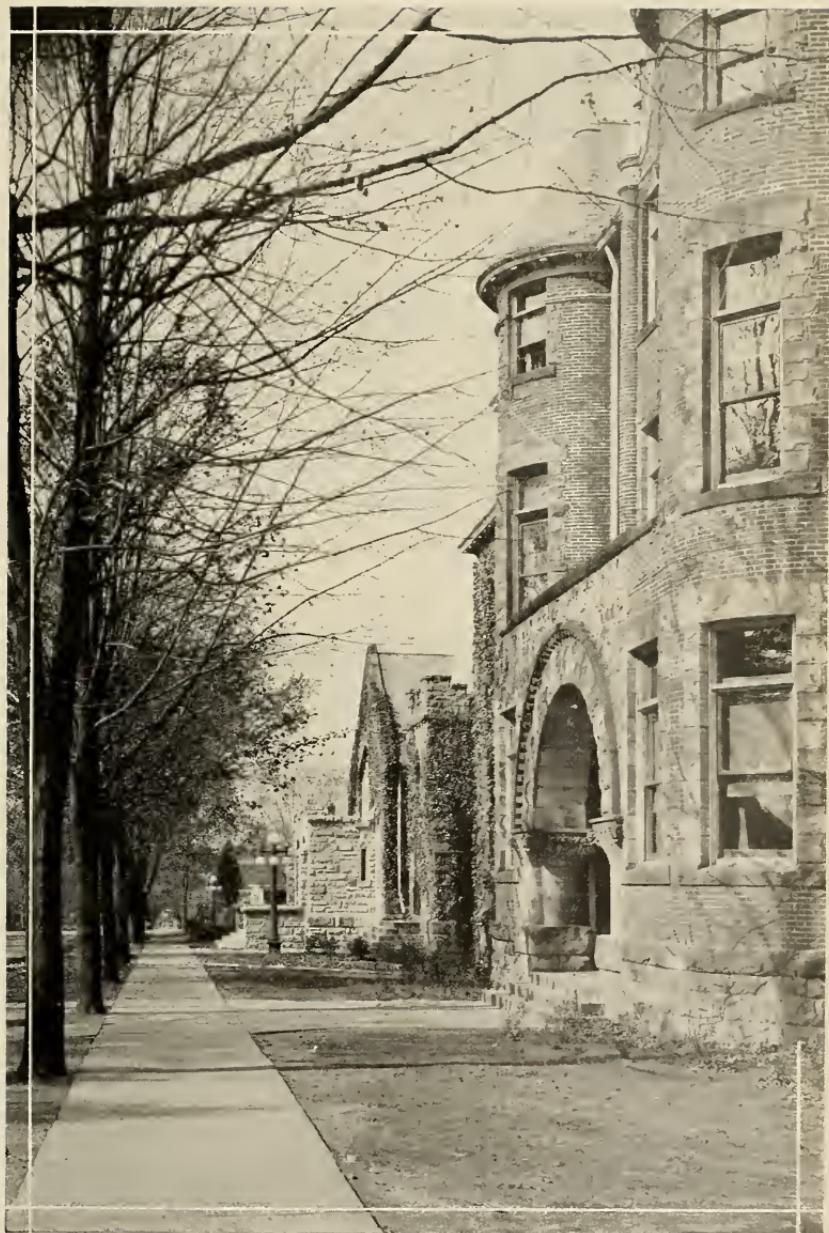
Materials in the fields of health and physical activities are discussed and weighed for public school contributions. The student is afforded the opportunity of actually working with various materials for evaluation purposes, that his own standard may be formed.

## LATIN

*Latin I—Cicero: De Senectute, De Amicitia*—Three hours per week—

Three semester hours

A literary study of the essays as a type of Latin literature. The main purpose of the course is to develop increased ability to read Latin; to acquaint the student with literary form and philosophy of the Roman; to develop vocabulary, and review syntax.



FOUNDERS HALL AND CHAPEL



SPEECH CLASS



BIOLOGY CLASS

*Latin II—Livy*—Three hours per week ..... Three semester hours

A reading of Books I, XXI, and XXII to develop the student's knowledge of, and interest in, the legendary and early history of Rome as related in an original source; to become acquainted with the lives and characters of the best men of Rome. A careful study is made of Livy's style, his vivid descriptions, his imagery.

*Latin III—Horace, Odes and Epodes*—Three hours per week—

Three semester hours

The purpose of this course is to read, to appreciate, and to enjoy Horace; to cultivate a feeling for his vocabulary, imagery, artistry, humor, and philosophy of life. Alcaic and Sapphic meters are carefully studied.

*Latin IV—Cicero's Letters*—Three hours per week ..... Three semester hours

A continuation of the study of Roman history through the letters of Cicero. Emphasis is placed on developments and crises in the Revolutionary Period and their significance to later history. Much attention is given to Cicero, the man, as shown in his personal correspondence.

*Latin V—Plautus and Terence*—Three hours per week .... Three semester hours

Roman drama. Reading of one play each by Plautus and by Terence, with a general study of the development of the drama in Roman literature.

*Latin VI—Teaching of Latin, Roman Civilization*—Three hours per week—

Three semester hours

A study of the civilization of the Romans and its effects upon the life of today, based upon the study of texts in high school Latin. Teaching of Latin emphasizes the objectives of Latin study of texts, visual aids, making of tests, methods of teaching.

*Latin VII—Tacitus*—Three hours per week ..... Three semester hours

The purpose of this course is to introduce the outstanding writers of the post Augustan period, and to familiarize the student with the peculiarities of Latin during this period. The basic material consists of the Agricola and Germania, with selections from other Latin historians.

*Latin VIII—Horace, Satires and Epistles*—Three hours per week—

Three semester hours

Selected satires and epistles are read with emphasis placed on the style and tone of each. Attention is given to Horace's literary development from satire, to ode, to epistle.

*Latin IX—Pliny's Letters or Juvenal*—Three hours per week—

Three semester hours

A study of the Roman satire, history, and social customs.

#### LIBRARY SCIENCE

*Reading Guidance and Book Selection* ..... Six semester hours

Evaluation and selection of books for various age groups in elementary grades and high school; history of children's books; methods of presenting stories and book talks; methods of stimulating reader interest; the making of sample book orders.

*Books and Libraries in Adult Education . . . . . Three semester hours*

This course is built upon a history of books and libraries with the purpose of preparing students to participate in program planning for community activities and the promoting of public library service. Essential features are the enrichment of their individual reading background in current literature; familiarity with materials in adult education situations in which club programs are to be formulated through parent-teacher associations and other civic organizations.

*Technical Processes—Cataloging and Classification . . . . . Four semester hours*

Introduction to the principles of classification with emphasis on the Dewey Decimal Classification; study of the purpose of the card catalog and adaptation of general principles of cataloging to the users of the school library. Training will be given in making unit cards, adapting printed cards, and classifying of books in laboratory practice work.

*Use of Reference Materials . . . . . Four semester hours*

Methods of reference service in a school library; selection and use of practical reference tools including encyclopedias, dictionaries, periodicals, indexes, atlases, handbooks, yearbooks, and reference aids on special subjects. The making of lists and annotated bibliographies will be required.

*Organization, Administration, and Observation of School Libraries—*

Eight semester hours

The place of the library in the school; relation to principles of education; relation to other types of libraries; objectives; organization and procedures for library service in city and rural schools; county elementary, junior and senior high schools; administrative problems; mechanical processes; finances; library quarters and equipment; observation and practice in well organized libraries.

*Curriculum Enrichment Materials for Junior and Senior High Schools and Teaching Use of Books and Libraries . . . . . Five semester hours*

Acquaintance with library materials in relation to modern trends in the curriculum, and ways in which the teacher and school library can cooperate in using these materials to enrich classroom activities. Current courses of study will be examined and used as a basis for units of subject matter integration in the fields of the sciences, arts and social sciences; emphasis on all forms of book materials relating to units developed in classroom activities. Methods of introducing books and libraries to students in the schools. Various manuals will be examined and appraised in relation to modern teaching methods. Integration of library instruction with other subject courses will be considered in planning units of work. Students will present lessons in the laboratory school.

## MATHEMATICS

*Analytic Geometry—Three hours per week . . . . . Three semester hours*

The study of the locus as the graph of its equation with emphasis on the straight line, the circle, and the conic sections with application to physical problems. Introduction to coordinates of space.

*Calculus I—Three hours per week . . . . . Three semester hours*

This course is differential calculus developing the concepts of limits and derivative with applications to geometry and to physics.

*Calculus II*—Three hours per week ..... Three semester hours

Integral calculus introduces integration as the inverse of differentiation and then as a summation. The applications include lengths of curves, areas of plane and curved surfaces, volumes, centers of gravity and ordinary differential equations.

*College Algebra I*—Three hours per week ..... Three semester hours

Review of secondary school algebra with extensions into advanced applications, treatment of quadratics, progressions, permutations, combinations, and elementary theory of probability, together with an introduction to the theory of equations.

*College Algebra II*—Three hours per week ..... Three semester hours

Postulational method and theory of groups with the application of the latter to the solution of equations of degree greater than the second.

*Curriculum in Arithmetic*—Two hours per week ..... Two semester hours

A basic course in the teaching of arithmetic for primary and intermediate grade teachers. Various viewpoints on arithmetic are presented along with an historical survey of aims and purposes in the teaching of quantitative understanding. The fundamental processes are rationalized and drill work is presented according to the newer psychology of learning. The course of study in arithmetic for the elementary school is discussed from the standpoint of methods and materials with emphasis on the practical social usefulness of numbers.

*History of Mathematics*—Three hours per week ..... Three semester hours

Emphasis on those developments and trends in mathematics which should be of great value to the teacher of secondary school mathematics.

*Statistics*—Three hours per week ..... Three semester hours

Determination of measures of central tendency, of dispersion, of correlation, and of sampling theory with emphasis on interpretative aspects and limitations of their uses.

*Synthetic Geometry*—Three hours per week ..... Three semester hours

This course coordinates and extends the skills in geometry, presents some of the world's problems in geometry, develops ability to make constructions of a higher order than that done in the other fields of mathematics. The method of proof is extended to cover all those usually employed in mathematics.

*Teaching of Arithmetic*—Three hours per week ..... Three semester hours

This is an extension of the course on Curriculum in Arithmetic. Arithmetic textbooks are evaluated, courses of study in arithmetic for local communities are surveyed, possibilities for improving number work through individual and group remedial work are discussed, means of testing number ability are presented, and the recent contributions of research in this field are reviewed.

*Trigonometry*—Three hours per week ..... Three semester hours

Functions defined as of general angle. Solutions of right and of oblique triangles is followed by fundamental identities and solutions of trigonometric equations.

## MUSIC

*Appreciation of Music*—Three hours per week ..... Two semester hours

An opportunity is given to listen to the best music in its different forms. Attention is given to the development of music through the ages along with the interesting information concerning the greatest composers and artists. Ways and means of developing appreciation are studied.

*Music I*—Four hours per week ..... Two semester hours

Planned to prepare the regular grade teacher to teach her own music in the first three grades under supervision. It includes the study of suitable rote songs, the acquaintance with reading material, and oral and written ear training. The best practical methods known are discussed and used in presenting the material.

*Music II*—Three hours per week ..... Two semester hours

A continuation of Music I, progressing into the more difficult and interesting material. A singing of two- and three-part music is one of the accomplishments of this course. It is especially designed to prepare and assist the regular grade teacher to teach her own music under supervision in grades four, five and six.

## ORIENTATION

*Orientation Course*—One hour per week ..... No credit

This course which is required of all students aims to help the student understand and adjust to the college and the other students of the campus. Through discussion of such personal problems as appearance, manners, good taste, and vocational plans it helps him understand himself and develop effective social habits. It is required of all freshmen and of all seniors of 1942, 1943, and 1944.

## SCIENCE

### BIOLOGICAL SCIENCE

*Advanced Nature Study*—Four hours per week ..... Three semester hours

This course is planned primarily for those students who expect to teach biology in high school. Field work forms a major part of the course. It consists of (1) a study collection and classification of the most common insects in the college environment, (2) the classification, coloration, song, nest building, eggs, care of young, economic aspects, of the common local birds, (3) tree study, (4) flower study, (5) special field problems arranged for the individual student.

*Bacteriology*—Four hours per week ..... Three semester hours

This course is designed to give a general knowledge of the activities of bacteria, yeasts, and molds. Economic aspects are emphasized. Laboratory work includes the growth of organisms on culture media.

*Biological Science I and II*—Four hours per week for two semesters—

Six semester hours

This course covers a general survey of both the animal and plant world. The main objective is to acquire a working knowledge of the underlying prin-

ciples governing living things. Dependable truth and methods of arriving at it are stressed in order that man may reach valid conclusions. Biology I covers Ecology, protoplasm, biological principles, and maintenance of life. Biology II includes a study of reproduction, heredity and evolution. Field trips, laboratory demonstrations, moving pictures, and specimens are freely employed.

*Botany I and II*—Four hours per week for two semesters . . . . Six semester hours

This course gives the student general information of the world's plant life. Types are studied from the standpoint of anatomy and function in order to understand the basic principles of life as found in the plant world, which understanding will help the student in presenting biology in the public schools. Field trips, individual laboratory work, collections, and visual aids receive major attention. First semester's unit deals with the spermatophytes. During the second semester thallophytes, bryophytes, and pteridophytes are studied.

*Comparative Anatomy*—Four hours per week . . . . Three semester hours

Representatives of the vertebrate classes are compared, system by system, or organ by organ, based on careful dissection of representative types. The aim is to trace the evolutionary course of vertebrates with reference to human anatomy. Models and charts are used.

*Curriculum in Elementary Science*—Four hours per week—Three semester hours

The content material covers such topics as birds, flowers, trees, insects, and mammals. Identification, common interesting facts, and aesthetic elements are stressed along with the technique of teaching this material in the public school. Field trips and collections occupy much of the time. Elements in the physical science field are omitted as these are fully covered in the physical science course.

*Entomology*—Four hours per week . . . . Three semester hours

Study of the anatomy, classification, identification and economic aspects of insects. Emphasis is placed on the common types. Collections are made.

*Genetics*—Three hours per week . . . . Three semester hours

An introductory course designed to acquaint the student and prospective teacher with the underlying principles of heredity; applications of teaching are emphasized.

*Histology*—Four hours per week . . . . Three semester hours

This course is a study of animal cells and tissues; technique of preparing animal and plant tissues for microscopic study. Much time is devoted to making permanent microscopic slides.

*Physiology*—Four hours per week . . . . Three semester hours

This is a study of vertebrates with emphasis placed upon function specifically related to human anatomy. The problems of normal and abnormal functions of body parts of children of school age are carefully treated with reference to classroom behavior.

*Zoology I and II*—Four hours per week for two semesters—Six semester hours

The animal kingdom is surveyed with emphasis placed on anatomy and function as a basis for understanding the evolution and development of the various organ systems. The economic aspect of animal life is stressed. Field trips, individual laboratory work, and visual aids form major tools of the course. Zoology I deals with the invertebrates. Zoology II deals with the chordates.

**PHYSICAL SCIENCE**

*General College Physics*—Six hours per week for two semesters—

Eight semester hours

Demonstrations, laboratory and classroom work are designed to emphasize the principles underlying the utilization of various forms of energy in our natural and artificial environment. The course includes principles and problems relating to mechanics, hydrostatics, pneumatics, heat, sound, light, electricity, and magnetism. Material applicable to the teacher's needs is included.

*General Inorganic Chemistry*—Six hours per week for two semesters—

Eight semester hours

The relationship between the electronic structure of elements, their periodic classification, behavior and the uses of them and their compounds is stressed. The common laws of chemistry are illustrated and their commercial importance emphasized. That portion of the work which is suitable for high school courses is pointed out.

*Food Chemistry*—Four hours per week ..... Three semester hours

This is a continuation of organic chemistry. Special emphasis is placed upon the chemistry of foods.

*Industrial Chemistry*—Four hours per week ..... Three semester hours

This course emphasizes the applications of chemicals and chemical principles in industry. Special emphasis is laid upon the chemistry of the industries of Western Pennsylvania. Industries are visited.

*Organic Chemistry*—Four hours per week ..... Three semester hours

This course deals chiefly with aliphatic compounds. Typical and common examples of the various types of organic compounds are prepared and their properties and uses studied.

*Physical Chemistry*—Four hours per week ..... Three semester hours

The physical and mathematical basis for chemical laws are explained and illustrated in lecture and laboratory periods.

*Physical Science I and II*—Four hours per week for two semesters—

Six semester hours

This course furnishes the prospective teacher with the knowledge and method of presentation of materials which are suitable for science instruction in the grades below the junior high school. Elementary but important units of work in the fields of physics, chemistry, and astronomy form the content of the course.

*Qualitative Analysis*—Four hours per week ..... Three semester hours

The student is drilled in the procedure of cation and anion analysis as he solves unknowns. He is held responsible for a complete knowledge of the chemical reactions underlying all procedures. The student also learns to know the types of cations and anions to be expected in many common chemicals and alloys.

## SOCIAL STUDIES

*American Government*—Three hours per week ..... Three semester hours

Covering federal, state, and local government this course is intended to give the student an understanding of the basic principles of the American political system, its structure and functions, and the individual's relation to it. Procedure combines textbook and library study, oral and written reports, discussion and lectures.

*Comparative Government*—Three hours per week ..... Three semester hours

This course provides an opportunity to study the principal features of such governmental systems as the English Limited Monarchy, the Republican forms of the United States, France, and Switzerland, and the Dictatorships of Russia, Germany, and Italy.

*Contemporary European History*—Three hours per week—Three semester hours

This is a course in contemporary history. It aims to promote an understanding of present day international relations, of efforts to promote international cooperation, and of the factors operating in the direction of insecurity.

*Early European History*—Three hours per week ..... Three semester hours

The purpose of this course is to develop an understanding of the foundations of the modern state systems, the evolution of modern political, economic, and social thought, and to provide a background for the understanding of American history.

*Economics*—Three hours per week ..... Three semester hours

This course aims to develop an understanding and an interest in contemporary problems in the fields of production, exchange, distribution, and consumption.

*Ethics*—Two hours per week ..... Two semester hours

This course aims to give the student a knowledge of the accepted forms and principles of conduct through historic times and to formulate a basis for accepted and intelligent conduct in a changing world.

*Evolution of Social Institutions*—Three hours per week—Three semester hours

The purpose of this course is to show the inter-dependent nature of such institutions as the family, church, school, and the state, and to indicate the various ways in which these institutions have undergone continuous change.

*History of Civilization*—Four hours per week ..... Four semester hours

This course stresses the development of institutions liberalizing in character and valuable in present civilization. The political, economic, ethical, domestic, and religious types of culture are evaluated through an historical treatment. This course emphasizes large sweeping movements rather than individuals, nations, or dates.

*History of England*—Three hours per week ..... Three semester hours

This course aims to develop an understanding of the origins of many American traditions and institutions.

*History of the Far East*—Two hours per week ..... Two semester hours

This course is given over to a study of the Pacific area, to the increasing importance of the East in the economic and political life of the world.

*History of Latin America*—Three hours per week ..... Three semester hours

The aim of this course is to trace the development of the Latin American Republics, the evolution of our policy toward them, and to promote an understanding of problems that are of particular concern to Americans.

*History of Pennsylvania*—Two hours per week ..... Two semester hours

The aim of this course is to give the student a knowledge of and practice in the study of state and local history and to show the relation between state history and our national development.

*Industrial Relations*—Two hours per week ..... Two semester hours

This course aims to give the student a clear understanding of the major industrial and labor problems which characterize our economic order of today.

*Modern European History*—Three hours per week ..... Three semester hours

This course deals with the political, social, and economic development of Europe from 1815 with emphasis on the features which have a definite bearing on world affairs today. It coordinates American and European developments.

*Renaissance and Reformation*—Two hours per week ..... Two semester hours

This course aims to promote an understanding of the intellectual awakening resulting in the shift from Medieval to Modern Times. It is concerned with the beginnings of modern scientific, social, economic, and political thought and with the foundations of our modern religious institutions.

*Sociology*—Three hours per week ..... Three semester hours

This course is concerned with such major social problems as community planning, the family, poverty, public relief, recreation, crime, delinquency, and principles of social control.

*Social and Industrial United States History*—Three hours per week—

Three semester hours

A study is made of the numerous social and economic forces which have been influential in developing American institutions. This background develops the ability of students to evaluate present-day problems. Consideration is given to some of the more recent agencies set up to solve our social and economic difficulties.

*U. S. History Before 1865*—Three hours per week ..... Three semester hours

This course shows the development of American life to the close of the Civil War. An evaluation of our American ideals and the growth of our particular type of organization in government is stressed. The broadening of American interests as they lead to world activities and relationships to present-day problems are included.

*U. S. History Since 1865*—Three hours per week ..... Three semester hours

It is the purpose of this course to promote a clear understanding of present day American civilization. It is concerned with our industrial expansion, our development as a world power, present day politics and thought, and the mechanization of American life.

HARVEY GYMNASIUM





GIRLS' RECREATION ROOM



FOOTBALL

*Teaching of American History and Government*—Three hours per week—  
Three semester hours

This course is intended to familiarize prospective teachers with the methods to be employed in teaching children through the social studies. Emphasis is placed upon objectives, courses of study, organization of subject matter for teaching purposes, curriculum materials, procedures, and evaluation.

## SPEECH

*Argumentation and Debate*—Two hours per week ..... Two semester hours  
A study of principles, with practice in the various types of debate and group discussion, such as the forum, the panel, and the symposium.

*Community Dramatics and Pageantry*—Three hours per week—  
Three semester hours

Principles and technique of organization, direction, and production of community dramatics and pageantry, stressing coordination of all arts involved, co-operative community effort, and inherent social values. Ways and means of simplification emphasized. Selection and arrangement of material for various types of community drama, such as the play, the masque, the pageant, and the festival.

*Costuming and Make-up*—Three hours per week ..... Two semester hours

The practical application of costume making and design to school dramatics, and a brief survey of historical costume; knowledge of materials, mediums, supplies, and sources. A study of theatrical make-up. Much practice is straight and character make-up.

*Creative Dramatics*—Two hours per week ..... Two semester hours

The dramatization of materials used in the elementary and secondary school curriculum as an effective means of motivation and integration of actual classroom work. Socialization and personality development of the pupil considered of first importance in this activity.

*Fundamentals of Speech*—Three hours per week ..... Three semester hours

A basic course which stresses the steps in speech composition and the fundamentals of effective delivery. Much practice is afforded the student in extemporaneous speaking and in the oral interpretation of literature. The course aims to help the student set up good speech habits. The approach is psychological; the ultimate aim that of social adequacy.

*Interpretative Reading*—Three hours per week ..... Two semester hours

The course in Interpretative Reading offers practice in the oral interpretation of various types of literature. It aims to develop in the student those techniques of impression and of expression that will result in effective and artistic oral reading.

*Phonetics*—Two hours per week ..... Two semester hours

This course is the science of speech sounds. The course gives an analysis of the sounds of English speech, introduces the phonetic alphabet, and affords much practice in phonetic reading and transcription. The aims of the course are increased awareness of the sounds of English and improved speech habits.

*Short Story*—Three hours per week ..... Three semester hours

The purpose of this course is to acquaint the students with writers that best illustrate the development of the short story; to teach the students how to analyze short stories; to demonstrate proper procedure in teaching the types of short stories suitable for the high school.

*Teaching of English, including Handwriting*—Four hours per week—  
Three semester hours

Emphasis is placed on the content of courses as taught in the Elementary grades, on methods of teaching oral and written composition, principles of grammar, poetry, and literature. The pedagogical equipment essential to a teacher of handwriting is discussed, and reference work on the psychology of handwriting together with demonstration lessons to show its application completes the work.

*The Eighteenth Century*—Three hours per week ..... Three semester hours

This course will include a study of the writings of such literary figures as Pope, Dryden, Addison, Steele, Swift, Johnson, Goldsmith, Sheridan, Congreve, Wycherly, Defoe, Pepys, Burns, Blake, Thompson, etc.

*Victorian Prose and Poetry*—Three hours per week ..... Three semester hours

A study of nineteenth century essays and poetry as to style, substance, and relation to the social, religious, and political thought of the age.

*World Literature*—Three hours per week ..... Three semester hours

A survey of some of the eminent authors from ancient to modern times.

## FRENCH

*French I and II—Elementary French*—Three hours per week for one year ..... Six semester hours

This course includes a review of French grammar with special emphasis on all the more common irregular verbs and idioms. Attention is given to correct pronunciation and reading aloud in French. The aim of this course is to provide a good background for future work in French. Prerequisite: two years of high school French or its equivalent.

*French III and IV—Nineteenth Century and Contemporary French Prose and Poetry*—Three hours per week for one year ..... Six semester hours

This course is a survey of the literature of the nineteenth century, not including the drama. Reading from the works of such authors as: Chateaubriand and deStael, and ending with the beginning of the twentieth century. Lectures from time to time on the less important authors of the period. Prerequisite: French I and II.

*French V—Outline Course in French Literature*—Three hours per week—  
Three semester hours

A survey of French Literature from its origin, touching the most important work, to the beginning of the 17th century. Lectures on the early social and intellectual life of France. Prerequisite: French I and II.

*French VI—Seventeenth Century French History and Literature—*

*Composition*—Three hours per week ..... Three semester hours

This course includes the history of the nation and the political influence upon literature. The course begins with the literary reforms of Malherbe and stresses the effect of the Saons and Academy, and includes work from the following: Boileau, Descartes, Fenelon and Bossuet. Prerequisite: French I and II.

*French VII and VIII—Romantic and Realistic Movements in French*

*Literature*—Three hours per week for one year ..... Three semester hours

This course includes the reading of selected texts from the works of such authors as Hugo, deVigny, and Sand. Lectures on the type of literature and period designated. Prerequisite: French IV.

*French IX—The French Novel*—Three hours per week .. Three semester hours

A thorough study of the works of such eminent French novelists as: Dumas, Balzac, Sand, Zola, Daudet and Maupassant. Lectures to supplement class material or text. Special emphasis will be placed upon texts suitable for use in teaching, in the latter part of the course. Prerequisite: French V.

*French X—French Drama*—Three hours per week ..... Three semester hours

The stress is placed upon the writers of the seventeenth century, such as: Corneille, Moliere and Racine. Other plays of the modern period will be assigned and read. A considerable amount of collateral reading is required. Prerequisite: French V.

## GEOGRAPHY

*Commercial and Industrial Geography*—Three hours per week—

Three semester hours

This course includes a study of the major industries of the world, the assembling of raw materials, and the distribution of products.

*Conservation of Natural Resources*—Three hours per week—

Three semester hours

This course consists of the current problems associated with the conservation of wild life, forests, soils, minerals, and waters.

*Economic Geography*—Three hours per week ..... Three semester hours

The purpose is to develop an understanding of the relationship of economic life to the natural resources and their uses; the need for conservation of resources; the interdependence of peoples, geographic regions, and nations.

*Field Courses (To be approved)*—Three hours per week .. Three semester hours

A thorough and systematic study of the landscape of a designated local region. Prerequisite: Physiography, two required courses and the consent of the instructor.

*Geography of Europe*—Three hours per week ..... Three semester hours

A careful study is made of the various countries of Europe. The physical-political approach is used to understand the present economic factors which make the Europe of today.

ernment of the College. A conscious effort is made to have as few rules and restrictions as are consistent with the welfare of a large group living together.

This plan of student participation has been very satisfactory. The College does not welcome as students young men or women who will not cheerfully accept and willingly conform to regulations demanded by the best interests of all.

**THE ART CLUB** exists for what it can contribute to college and community life and for personal pleasure and development. It sponsors moving pictures on art subjects and brings exhibitions of artistic merit to the college. On Parents' Day, the Student Senate awards prizes for the best picture submitted by any member of the Club. A banquet and a certain amount of social life is also participated in.

**ATHLETICS.** In addition to the required courses in physical education, men and women may receive extra-curricular credit for participation in athletics. Such sports as football, field hockey, volleyball, basketball, speedball, indoor baseball, tennis, soccer, track, and hiking are popular.

The College has six well equipped tennis courts on the campus and a good athletic field that provides for intercollegiate football, baseball, track, and field games.

Through physical education courses, students are given the fundamental knowledge of various sports and taught how to coach these sports in the public schools.

**BOY SCOUT ORGANIZATION.** Opportunity for training for leadership in the Boy Scout Movement is given in conjunction with the local Boy Scout Council. A scout troop meets on Monday evenings.

**DRAMATICS.** The College Players study and illustrate the various phases of play production and stage the college plays throughout the year.

**THE GEOGRAPHY CLUB** offers students an opportunity to study phases of geography that are of greatest interest. Field trips afford observation of activities in the natural geographic setting.

**HOSTESS CLUB.** The Hostess Club teaches the young women how to invite and receive guests, how to preside at table, and how to enjoy the amenities of social life.

THE INTERNATIONAL RELATIONS CLUB, sponsored by Pi Gamma Mu, the national social science fraternity, has a definite objective: namely, to stimulate and intensify the interest of all students in the scientific and unbiased study of society and social problems. It is here that all social questions may be discussed openly and freely.

MUSIC ORGANIZATIONS. Musical organizations are A Cappella Choir, Girls' Octet, and Boys' Quartet. Students have an opportunity to continue their previous training in singing the best type of music available. The students in the A Cappella Choir sing for their own enjoyment and for the pleasure of others at college gatherings and elsewhere. They make two or three trips to high schools each year.

ASSOCIATION FOR CHILDHOOD EDUCATION is a national organization whose purpose is to gather and disseminate knowledge of the movement for the education of young children, to promote the progressive type of education in kindergarten and primary grades, and to raise the standard of the professional training for teachers in this field. Teachers of kindergarten and primary grades, and administrators and students interested in the problems of early childhood education are eligible for membership.

OUTDOOR CLUB. Activities: Nature hikes, camping, marksmanship, swimming, boating, fishing, bicycle riding, athletic games, skating, tobogganing, archery, horseshoe pitching, lawn bowling.

THE CAMERA CLUB is planned to give students formerly interested in photography an opportunity to continue their hobby and to furnish a new hobby for those students who have recently become interested in the study of photography.

PANHELLENIC COUNCIL. This is a group of two representatives from each of the five sororities on the campus. Each year this group sponsors a tea, a dinner, and a dance.

SORORITIES. There are five sororities on the campus. The Delta Sigma Epsilon and Sigma Sigma Sigma are national sororities. The local sororities are Lambda Chi Delta, Sigma Delta Phi, and Theta Alpha Lambda.

FRATERNITIES. There are three fraternities on the campus. They are Alpha Phi Alpha, Alpha Gamma Phi, and Zeta Eta Phi.

THE PRESS CLUB has as its main project the publication of the CLARION CALL, the school paper. In the meetings, various types of newspaper writing are studied and discussed.

THE SEQUELLE is the annual published by the students of the College. It records the activities of the College as seen by the student body.

THE PURPOSE OF THE STUDENT ACTIVITIES is self-development. The responsibility for their success rests on the shoulders of the students. The meeting of the club is one period in length for which provision is made on the regular daily schedule. Some clubs meet every week; others meet only every other week. Students may participate in one of the activities which meet every week or in two of the activities which meet every other week. However, this regulation need not exclude participation in music or athletic activities if the student desires such activities.

### THE SUMMER SESSION

The Summer Session is maintained for the benefit of regular college students as well as for teachers in service. By taking advantage of the summer session, teachers can secure the professional training needed to meet the requirements for standard certification. Advanced courses are offered in the summer session for the benefit of teachers who desire to do graduate work, or secure credits toward a degree in education. The latter phase is becoming more and more popular.

Because of its location and environment, Clarion makes a strong appeal to those who desire to combine work with recreation during the summer.

The Summer Session of 1941 will open on June 16 and close on July 26.

### NIGHT CLASSES

Night classes are organized each semester for the convenience of the teachers of this area. The courses offered depend upon the demands of teachers in service and others interested. Work done in these courses gives customary college credit and may be offered toward a degree. A teacher may take two courses of three semester hours each semester or a total of six credits.

## FILM LIBRARY

By placing one 16 millimeter moving picture film in the film library a school or other organization can use one film a week throughout the school year. Sound films and silent films are now in circulation.

## PLACEMENT SERVICE

The Placement Service of the College cooperates with the Placement Service of the State Department of Public Instruction, Harrisburg, Pennsylvania, thus offering additional facilities for the placement of students and graduates.

The Placement Service assists school officials to secure competent teachers, and aids teachers to secure suitable positions in the field of service for which their field of training best fits them.

The Placement Service is in charge of Professor C. F. Becker, Director of Teacher Training, who answers all inquiries and gives personal attention to school officials seeking competent teachers.

The estimate of the College concerning the scholarship and teaching skill, conduct and general demeanor of students is often sought by school officials. The quality of the work done by students in college courses as in student teaching form a most important element in the recommendation of students.

Students after graduation are urged to keep up their contacts with the College, in order that their Alma Mater may render further service, not only in helping them to secure better positions but to assist them in every way possible.

